

Grade 6 English Language Arts, Quarter 1, Unit 1.1

Reading, Analyzing, and Writing Narratives

Overview

Number of instructional days: 23 (1 day = 50 minutes)

By the end of this unit, students will be able to read, analyze, and write their own narratives through the use of the writing process. Narratives are developed through real or imagined experiences or events using effective techniques, descriptive details, and well-structured event sequences. Students are responsible for producing clear and coherent writing and demonstrating the correct usage of parts of speech including sentence structure. The editing process, including both self and peer revision, ensures that students have full knowledge of the writing concepts.

Students read narratives in order to identify and analyze the elements of a narrative. Students then read new narratives and use their understanding of narrative elements to respond to text dependent questions using graphic organizers. Students engage in collaborative groups in order to analyze and share learning attained from the text. The teacher should differentiate activities/instruction to accommodate students' needs. At the teacher's discretion, grammar skills may be embedded throughout the unit.

This unit is taught at the beginning of the year in order to lay the foundation for subsequent units by introducing key concepts for the narrative writing process. Students learn how to organize a narrative with a beginning, middle, and end, describe a vivid setting and portrayal of other people, use effective dialogue with smooth transitions, and demonstrate understanding of the writing process. Students continue to apply foundational skills mentioned above in subsequent units.

As with all units aligned to the CCSS, students should read text with the appropriate range of complexity. Students will have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close reading and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- DETERMINE **theme** or **central idea** of a **text**.
- PROVIDE a **summary** of a text.
- DEMONSTRATE **conventions** of **grammar** and **usage** of **speaking**.
- RECOGNIZE and CORRECT inappropriate **shifts** in **pronoun number and person**.
- IDENTIFY and USE **strategies** to **improve expression**.
- WRITE **narratives** USING **effective technique, relevant descriptive details, and event sequences**.
 - DEVELOP **techniques, details, and sequences**.
 - ENGAGE and ORIENT the **reader** by ESTABLISHING a **context**.

- INTRODUCE a **narrator** and/or **characters**.
- ORGANIZE **event sequence** such as **dialogue**, **pacing**, and **description**.
- USE a **variety of transition words** to CONVEY **changes sequence** and **setting**.
- USE **precise words and phrases**, **relevant descriptive details**, and **sensory language**.

Essential Questions

- How do writers effectively communicate personal experience?
- What techniques do writers use to engage readers in narratives or personal experience?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Language Standards

Conventions of Standard English

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - 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.*

Writing Standards

Text Types and Purposes

- W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- 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.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

The following standards reinforce and/or support the unit of study focus standards:

Writing Standards

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52 [of the full ELA Common Core State Standards document].)

Language Standards

Conventions of Standard English

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. Spell correctly.

Vocabulary Acquisition and Use

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following standards recur through many/all of the units of study:

None at this time.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL— In grade 5, students determined the theme from details in the text and summarize. **As they move to grade 6, they further develop this skill by conveying details and providing a summary from personal opinions or judgments.** As they move into grade 7, they will analyze the development over the course of the text and provide an objective summary.

RI—No focus standards at this time.

W— In grade 5, students wrote narratives that established a situation, introduced narrators/characters, and sequence of events. They also wrote routinely over time frames for a specific task, purpose, or audiences. **As they move to grade 6, there is more emphasis on students' ability to orient the reader by establishing a situation. They begin using transitional words to manage their plot sequence and use both concrete words and sensory details with a well-developed conclusion.** As they move into grade 7, the only change is a variety of narrative techniques.

SL— In grade 5, students engage effectively in group discussions on appropriate topics. **As they move to grade 6, they continue collaborative discussion on grade 6 topics and are expected to ask and respond to specific questions and make comments about the discussion topic.** As they move into grade 7, the only changes will be the topics and texts used for the basis of discussion.

I— In grade 5, students demonstrated command of the conventions of standard English grammar usage in writing and speaking. **As they move to grade 6, the skill set is reinforced** and is developed further in the seventh grade.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes and autobiographies. Overtime, they learn to provide visual details of scenes, objects, or people, to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step by step procedures they follow in their investigation so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Suggested Local Resources

Spring Board

Novels (excerpts)

- Kadohata, Cynthia. *Kia Kia* (pp. 19-21)
- Cisneros, Sandra. “Eleven.” (pp. 81-83)

Personal Narrative

- Greenburg, Dan. “My Super Powers” (p. 28)

Short Story

- Iroquois. “How Fire Came to the Six Nations” (pp. 51-52)
- Soto, Gary. “The Jacket” (pp. 55-58)

Film Clips

- *The Lion King*

Appendix C: Samples of Student Writing

- www.edsteps.org “Have You Ever Took a Ski Trip?”

Terminology

- Fluency: The ability to use language clearly and easily (Spring Board glossary p. 415)
- Characterization: The methods a writer uses to develop characters; for example, through description, actions, and dialogue (Spring Board glossary p. 413)
- Point of view: Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character (ELA CCSS, Appendix A).
- Denotation: The exact, literal meaning of a word (Spring Board glossary p. 414)
- Connotation: The suggested or implied meaning or emotion associated with a word - beyond its literal definition (Spring Board glossary p. 414)
- Simile: A figure of speech that makes an explicit comparison between two unlike things using a word such as like, as, than, or resembles. (*Elements of Literature*)
- Metaphor: Figure of speech that makes a comparison between two unlike things without using a connective word such as like, as, than, or resembles (*Elements of Literature*, Fourth Course, p. 1113)
- Dialogue: Conversation between characters (Spring Board glossary p. 414)
- Setting: The time and location in which a story takes place. (*Elements of Literature*)
- Thesis Statement: A sentence, in the introduction of an essay, that states the writer's position or opinion on the topic of the essay. (Spring Board glossary)

Challenging Concepts

- Transitional words.
- Graphic organizers (See Spring Board book pages.)

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons**States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://getttingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

Grade 6 English Language Arts, Quarter 1, Unit 1.2

Reading, Analyzing, and Writing an Expository Essay

Overview

Number of instructional days: 23 (1 day = 50 minutes)

By the end of the unit, students will be able read informative/explanatory text to examine a topic and convey ideas, concepts, and information of the content. Students explore in detail how key individual events or ideas are introduced, illustrated, and elaborated in a text. Students write informative/explanatory texts to examine a topic and convey ideas, concepts, and information by analyzing other expository essays and their own writing. Special consideration is given to the correct use of parts of speech and sentence structure in written work. Students use the writing process to complete their expository writing (incorporating self, peer, and teacher feedback) using a rubric in the revision process.

Students have the opportunity to write throughout the unit. Students craft an introduction with a hook and a thesis. They use specific evidence and descriptive details, demonstrate appropriate spelling, punctuation, and capitalization, and demonstrate evidence of the writing process.

This unit is taught at the beginning of the year in order to lay the foundation for subsequent units. Students practice using textual evidence in order to build on upcoming units. Students will learn to apply foundational skills obtained to subsequent units.

As with all units aligned to the CCSS, students should read text with the appropriate range of complexity. Students will have the opportunity to read texts that are challenging for them with the focus on close reading and supporting their analysis in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- **INTRODUCE topic, ORGANIZE ideas, concepts, and information USING definition, classification, compare/contrast, and cause/effect. INCLUDE formatting, graphics, and multimedia to aid comprehension.**
- **EXAMINE topic and CONVEY ideas, concepts, organization, and analysis of relevant content.**
- **DEVELOP topic with relevant facts, definitions, concrete details, quotations and/or other information/examples.**
- **ANALYZE in detail how a key individual, event, or idea is INTRODUCED, ILLUSTRATED, AND RECOGNIZE ELABORATED in a text.**
- **RECOGNIZE and CORRECT appropriate shifts in pronoun number/person.**

- **DEMONSTRATE command of conventions of English grammar and usage when writing and speaking.**
 - USE **appropriate transitions** to **CLARIFY relationships among ideas/concepts.**
 - USE **precise language and vocabulary** to **INFORM/EXPLAIN topic.**
 - **ESTABLISH/MAINTAIN formal style in writing.**
 - **PROVIDE concluding statement/section.**
- WRITE informative/explanatory texts.

Essential Questions

- How do writers convey, describe, or explain important information through writing to others?
- What are the techniques between narrative writing and expository writing?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Key Ideas and Details

- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Language Standards

Conventions of Standard English

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- c. Recognize and correct inappropriate shifts in pronoun number and person.*

Writing Standards

Text Types and Purposes

- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Reading Standards for Informational Text

Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Literature

Key Ideas and Details

- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Language Standards

Conventions of Standard English

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - Spell correctly.

Vocabulary Acquisition and Use

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52 [of the full ELA Common Core State Standards document].)

Research to Build and Present Knowledge

- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Speaking and Listening Standards

Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
- 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.

- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

The following standards recur through many/all of the units of study:

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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.

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Range of Writing

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards

Vocabulary Acquisition and Use

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

Clarifying the Standards

Key: *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

RL— In grade 5, students determined the theme from details in the text and summarize. **As they move to grade 6, they further develop this skill by conveying details and writing a summary distinct from**

personal opinions or judgments. As they move into grade 7, they will begin to analyze the development of the theme over the course of the text and provide an objective summary.

RI— In grade 5, students quoted accurately when explaining from text. **As they move to grade 6, they learn to support with evidence and make inferences.** As they move into grade 7, students will learn to use several pieces of textual evidence to support claims.

W— In grade 5, students wrote informative and explanatory text to examine a topic, and convey ideas and information clearly. Students implement the writing process effectively (prewriting, revising, editing, and publish.) **As they move to grade 6, they continue writing informative explanatory texts and implement the writing process. Additionally, students will draw evidence from literary or informational text to support analysis, reflection, and research.** As they move into grade 7, students will begin using transitions in order to create cohesiveness among the relationship ideas and concepts. Students will further develop the writing process using evidence from literary or informational text to support analysis, reflection, and research.

SL— In grade 5, students worked collaboratively on grade-appropriate topics and text while building on their own ideas and expressing them clearly. **As they move to grade 6, students continue the same focus using grade 6 topics and texts.** As they move into grade 7, students will build on past work using grade 7 topics and texts.

L— In grade 5, students demonstrated command of the conventions of standard English grammar usage in writing and speaking. **As they move to grade 6, the skill set is reinforced** and is developed further in the seventh grade.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Expository Writing

Exposition writing is used to explain, describe, give information to inform, or educate your reader. The creator of an expository text cannot assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed. One important point to keep in mind for the author is to try to use the words that clearly show what they are talking about rather than blatantly telling the reader what is being discussed. Since clarity requires strong organization, one of the most important mechanisms that can be used to improve our skills in exposition writing is to provide directions to improve the organization of the text. Expository Writing Strategies are analogy, analysis, cause and effect, classification, comparison, definition, examples, and process analysis. In science, students write expository step-by-step procedures and explanations in their investigations so that others can replicate their procedures and perhaps reach the same results. With practice, students expand their repertoire and control of different writing strategies. In history/social studies, students can invent models of what happened selecting the most relevant information to write about.

Suggested Local Resources

Spring Board

Expository Essay

- Mermaid, Ima. “He Might Have Liked Me Better With My Tail” (p. 61)

Terminology

- Cause: An initial action; an event that makes something else happen (Spring Board glossary pg. 413)
- Effect: The result of an event or action (Spring Board glossary pg. 415)
- Tone: A writer's or speaker's attitude toward a subject. (SpringBoard Level 3 glossary)
- Textual Evidence: Quotations, summary, or paraphrases from text passages to support a position (Spring Board glossary p. 420)
- Theme: The general idea or insight about life that a writer wishes to express. All of the elements of literary terms contribute to theme. A simple theme can often be stated in a single sentence. (www.tnellen.com/cybereng/lit_terms/theme.html)

Challenging Concepts

No new challenging concepts at this time.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://getttingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: <http://www.achievethecore.org/steal-these-tools>

Grade 6 English Language Arts, Quarter 2, Unit 2.1

Reading and Writing Argumentative Text

Overview

Number of instructional days: 37 (1 day = 50 minutes)

By the end of this unit, students will be able to write arguments to support claims about literature they have read. Students provide an argument based on personal opinion or judgments from the literature they have read. Students construct arguments to support claims with clear reasons and relevant evidence. Students use words, phrases, and clauses to clarify the relationships among claims and reasons.

During the unit, students read sample texts, participate in small group discussions, and determine a theme or central idea. Students write a summary based on personal opinion or judgment. In their summary, students must include: compare and contrast, correct grammar usage, and sentence structure (beginning, middle, and end), topic sentence, and supporting details. A concluding statement from the argument must be presented.

This unit is taught at this point in the school year because of the natural scaffolding from narrative writing, which moves into expository writing and culminates in argumentative writing. Students practice using evidence from a variety of texts to write an argumentative piece based on personal experience.

As with all units aligned to the Common Core State Standards students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- Determine **author’s point of view/purpose in text** and **EXPLAIN how it is conveyed in text.**
- **EXPLAIN how author develops point of view of narrator/speaker in text.**
- **INTRODUCE claims** and **ORGANIZE reasons/evidence.**
- **PROVIDE a summary of the text distinct from personal opinions or judgments.**
- **WRITE arguments to support claims with reasons/evidence.**
 - **SUPPORT claims with reasons and evidence, sources DEMONSTRATING understanding of text/topic.**
 - **USE words, phrases and clauses CLARIFYING relationships among claims/reasons.**
 - **ESTABLISH/MAINTAIN formal style and PROVIDE concluding statement/section.**

Essential Questions

- How does an individual support and defend their claims?
- What is the difference between opinion and argument?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Reading Standards for Informational Text

Craft and Structure

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Writing Standards

Text Types and Purposes

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

The following standards reinforce and/or support the unit of study focus standards:

Reading Standards for Informational Text

Integration of Knowledge and Ideas

- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing Standards

Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52 [of the full ELA Common Core State Standards document].)

Language Standards

Conventions of Standard English

- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. Spell correctly.

Knowledge of Language

- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Vary sentence patterns for meaning, reader/listener interest, and style.*
- b. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards**Comprehension and Collaboration**

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.

Presentation of Knowledge and Ideas

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

The following standards recur through many/all of the units of study:

Reading Standards for Literature**Range of Reading and Level of Text Complexity**

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.

Reading Standards for Informational Text**Range of Reading and Level of Text Complexity**

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Range of Writing**

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards**Vocabulary Acquisition and Use**

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

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL— In grade 5, students determined the theme from details in the text and summarized. **As they move to grade 6, they further develop this skill by conveying details and providing a summary from personal opinions or judgments.** As they move into grade 7, they will begin to analyze the development over the course of the text and provide an objective summary.

RI— In grade 5, students quoted accurately when explaining from the text. **As they move to grade 6, they learn to support with evidence and make inferences.** As they move into grade 7, students will learn to use several pieces of textual evidence.

W— In grade 5, students wrote opinion pieces on topics or texts, supporting a point of view with reasons and information. **As they move to grade 6, students begin to write argument to support claims with clear reasons and relevant evidence.** As they move into grade 7, students will begin to acknowledge alternate or opposing claims.

SL— In grade 5, students engaged effectively in group discussions on appropriate topics. **As they move to grade 6, they continue collaborative discussion on grade 6 topics and are expected to ask and respond to specific questions and make comments about the discussion topic.** As they move into grade 7, the only changes will be the topics and texts used for the basis of discussion.

L— In grade 5, students demonstrate command of the conventions of standard English grammar usage in writing and speaking reading or listening. Students expanded, combined, and reduced sentences for meaning. Students used context clues to figure out meanings of words and phrases. Students acquired and accurately used grade-appropriate academic language. **As they move to sixth grade, they vary sentence patterns for meaning and maintain consistency in style and tone. Students consult reference materials to verify word meanings. Students use vocabulary knowledge to express comprehension.** As they move into grade 7, they will choose language that expresses ideas precisely. Students will continue to develop word meaning and phrases through consulting reference materials.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Argumentative Writing

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s)

they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Suggested Local Resources

Spring Board

Short Story

- Viorst, Judith. “The Southpaw” (pp. 92-96)

Terminology

- Fact: Knowledge or information based on real occurrences (<http://www.thefreedictionary.com/fact>)
- Opinion: In K-5, the term "opinion" is used to refer to the developing form of "argument." See the Appendix A Resources section of this unit for a description of Argument Writing (adapted from ELA Appendix A).
- Internal Conflict: The character struggles with his or her own needs, desires, or emotions (Spring Board, p. 25)
- External Conflict: The character struggles with an outside force (Spring Board, p. 25)
- Claim: The main idea (s), thesis opinion (s), or belief (s) in an argument. The claim answers the question, "What does the author believe"? Or "What is the author trying to convince the reader of or trying to prove?" (Adapted from Stephen Toulman's *The Uses of Argument*, cited in artscience.nku.edu)
- Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science. (ELA CCSS Appendix A)
- Analysis: The study of details of a work to identify essential features or meaning (Spring Board glossary p. 413)

Challenging Concepts

In this kind of essay, we not only give information but also present an argument with the pros (supporting ideas) and cons (opposing ideas) of an argumentative issue. We should clearly take our stand and write as

if we are trying to persuade an opposing audience to adopt new beliefs or behavior. The primary objective is to persuade people to change beliefs that many of them do not want to change.

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that s/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis and follow sound reasoning.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://getttingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

Grade 6 English Language Arts, Quarter 3, Unit 3.1

Analysis of Character and Literary Elements

Overview

Number of instructional days: 36 (1 day = 50 minutes)

By the end of the unit, students will be able write a character analysis for a novel using details to describe how a main character changes and develops through the course of the story. The idea of personal change drives the activities in this unit. Students will explore the novel as a genre, showing how it deals with the idea of both internal and external changes. Students will examine the ways in which the author uses setting, characterization and subplot. Students will also continue their exploration of voice by writing in the voices of characters in the texts they will read.

In this unit, students will write two letters in the voice of selected characters in the novel. Students will write a reflective piece that explains the differences in word choice and character perspective between the two letters. Finally, using concrete details from the novel as textual support, students will write a character analysis essay about the changes that take place in the chosen character with a focus on the internal changes that he/she experiences.

Since narrative and expository writings have been taught and practiced, students will now have the foundation to respond to other literary works. Students will practice using evidence from text to write literary analysis pieces before they complete a research-based literary analysis incorporating multiple texts in the following unit.

As with all units aligned to the common Core State Standards, students should read texts within the appropriate range complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close reading and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- DESCRIBE how a **plot** UNFOLDS and how **characters** RESPOND or CHANGE.
- ANALYZE the **structure** of a text and the **development** of theme, setting, or plot.
 - COMPARE and CONTRAST the **experience** of reading, listening, or view a text.
 - COMPARE and CONTRAST different forms of **genres**.
 - COMPARE and CONTRAST authors' **presentations** of events.
- WRITE **routinely over extended time frames**

Essential Questions

- How do internal and external conflicts influence one’s character?
- What is the purpose for voice in writing?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

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.

Integration of Knowledge and Ideas

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Reading Standards for Informational Text

Integration of Knowledge and Ideas

RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing Standards

Range of Writing

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

The following standards reinforce and/or support the unit of study focus standards:

Reading Standards for Literature

Craft and Structure

- 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.

Reading Standards for Informational Text

Key Ideas and Details

- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Craft and Structure

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Language Standards

Vocabulary Acquisition and Use

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following standards recur through many/all of the units of study:

Reading Standards for Literature

Range of Reading and Level of Text Complexity

- 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.

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language Standards

Vocabulary Acquisition and Use

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

Writing Standards

Range of Writing

- W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key: *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

RL— In grade 5, students compared and contrasted characters, settings, and events in a story using details, explained how chapters or scenes fit together, and analyzed visual and multimedia elements. They also compared and contrasted the same genres. **As they move to grade 6, they describe how plot unfolds and characters respond or change. Students analyze the structure and development of theme, setting, or plot. They also compare and contrast the experience of reading a story, drama, or poem as it relates to what they see and hear as well as compare and contrast the same genres.** As they move into grade 7, students will analyze story elements and story structures, compare and contrast written to audio, and analyze techniques of medium (lighting, sound, color or camera focus.) Students will also compare and contrast fictional portrayal of a time, place or character, and a historical account of the same period.

RI— In grade 5, students integrated information from several texts in order to write or speak about the subject. **As they move to grade 6, they compare and contrast one author’s presentation of events with that of another.** As they move into grade 7, students will analyze how two or more authors’ writings about the same topic shape their presentations of key information.

W— In grade 5, students demonstrated command of the conventions of standard English grammar usage in writing and speaking. **The skill set is reinforced in grade 6** and will be further developed in 7th grade.

SL—No focus standards at this time.

I— In grade 5, students demonstrated command of the conventions of standard English grammar usage in writing and speaking. **The skill set is reinforced in grade 6** and will be developed further in 7th grade.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Literary Analysis

Literary analysis is a process of examining closely and commenting on the elements of a literary work. To produce these writing students will draw from what they already know and from primary and secondary sources. They will also be able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts include a wide array of genres.

Suggested Local Resources

Novel

- Sacher, Louis. *Holes*

Film Clips

- Chelsom, Peter. *The Mighty*
- Davis, Andrew. *Holes*

Memoirs

- Myers, Walter Dean. *Bad Boy* (pp. 202-207)

Terminology

- Genre: A genre is a category of literature, which is defined by the pattern or structure of a literary work. Each genre contains universal elements of form and content. However, books belonging to a particular genre share the same characteristics of plot, tone, mood, settings, characters and themes (<http://dordt.libguides.com/content.php?pid=87860&sid=1245492>)
- Plot: The sequence of related events that make up a story or novel (Spring Board glossary p. 418)
- Subplot: A secondary plot that occurs along with a main plot (Spring Board glossary p. 420)
- Flashback: A sudden and vivid memory of an event in the past; also, an interruption in the sequence of events in the plot of a story to relate events that occurred in the past (Spring Board glossary p. 415)
- Voice: A writer’s distinctive use of language (Spring Board glossary p. 420)
- Compare: To identify similarities in two or more items (Spring Board glossary p. 414)
- Contrast: To identify differences in two or more items (Spring Board glossary p. 414)

Challenging Concepts

No new challenging concepts at this time.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

Grade 6 English Language Arts, Quarter 4, Unit 4.1

Engaging in and Writing a Research Project

Overview

Number of instructional days: 47 (1 day = 50 minutes)

By the end of this unit, students will be able to conduct a research project to answer questions, drawing on several sources, as they gather relevant information, and quote or paraphrase data and conclusions.

Students use the writing process to complete their research project. The editing process, including both self and peer revision, ensures that students have full knowledge of language concepts.

Leading up to the research project, students gather and organize content to achieve purpose for a presentation of their research. Students select a topic, apply knowledge of reading and writing skills, take notes, cite specific evidence, and use technology in order to produce a cohesive product.

This unit is taught at this point in the school year because the skills are complex enough to rely on the units that came before, but the skills are foundational for years to come. Students practice using evidence from text to support their ideas before they complete a research-based project. The use of a research project can significantly strengthen a writer's ideas and arguments. It can give the writer credibility with the audience and allow the writer to successfully achieve his or her purpose for writing.

As with all units aligned to the common Core State Standards, students should read and write texts within the appropriate range complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

Additionally, students should focus on doing close reading and supporting their analyses in reading and writing with evidence from the texts they read.

Concepts to Be Learned and Skills to Be Used

- CONDUCT **research projects**, ANSWERING a **question**, DRAWING on **several sources** REFOCUSING the **inquiry**.
- GATHER relevant **information** from multiple-**print/digital sources**.
- INTEGRATE **information** presented in different formats to DEVELOP **an understanding of a topic**.
- ASSESS **credibility** of sources, QUOTE/PARAPHRASE **data/conclusions** AVOIDING **plagiarism** and CITE **textual evidence** to **support analysis** as well as **inferences** in **text**.
- DEVELOP relevant facts, **definitions, details, quotations**, and other **examples/information**.
- ANALYZE **impact** of **word choice on meaning/tone**.

- **WRITE informative/explanatory texts EXAMINING topic CONVEY ideas, concepts, and information USING definition, classification, compare/contrast, and cause/effect INCLUDING formatting, graphics, and multimedia.**
 - DEVELOP relevant facts, **definitions, details, quotations**, and other **examples/information**.
- USE appropriate **transitions CLARIFYING relationships among ideas/concepts**.
 - USE **precise language/vocabulary** to INFORM/EXPLAIN **topic**.
 - ESTABLISH/MAINTAIN **formal style**.
 - PROVIDE **concluding statement/section**.
 - PROVIDE **basic bibliographic information** for sources.
 - CITE **textual evidence**.
 - READ and COMPREHEND **literary nonfiction text**.

Essential Questions

- What is research?
- How do we apply our knowledge of reading and writing to answer questions and share findings through research?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Key Ideas and Details

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Range of Reading and Level of Text Complexity

- RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literature**Key Ideas and Details**

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing Standards**Text Types and Purposes**

- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the information or explanation presented.

Research to Build and Present Knowledge

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8 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.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Reading Standards for Literature**Craft and Structure**

- 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.

Writing Standards**Production and Distribution of Writing**

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52 [of the full ELA Common Core State Standards document].)
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Speaking and Listening Standards**Comprehension and Collaboration**

- 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.

Presentation of Knowledge and Ideas

- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 [of the full ELA Common Core State Standards document] for specific expectations.)

The following standards *recur* through many/all of the units of study:

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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.

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Range of Writing

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL— In grade 5, students accurately quoted from a text when explaining what the text said, drawing inferences, and determining the meaning of words and phrases, including figurative language, such as metaphors and similes. **As they move to grade 6, they further develop the skill by citing textual evidence to support analysis of the text as well as drawing inferences, determine the meaning of words and phrases, including figurative and connotative meanings, and analyze the impact of word choice and tone.** As they move into grade 7, students will cite several pieces of textual evidence to support analysis and inferences from the text. They will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions of sounds.

RI— In grade 5, students quoted accurately when explaining from the text. **As they move to grade 6, they learn to support with evidence and make inferences.** As they move into grade 7, students will learn to use several pieces of textual evidence.

W—In grade 5, students wrote informative explanatory text to examine a topic, and to convey ideas and information clearly. They also conducted short research using several sources to build knowledge. They gathered relevant information from print and digital sources and provided a list of sources. **As they move to grade 6, they write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. They**

conduct a research project to answer questions using several sources. They gather relevant information from technology, access the credibility of each source, and provide basic bibliographic information for sources. As they move into grade 7, they will continue to write informative and explanatory text. They will conduct research projects and gather relevant information from technology.

SL— In grade 5, students worked collaboratively on grade appropriate topics and text while building on their own ideas and expressing them clearly. **As they move to grade 6, students continue the same using grade 6 topics and texts.** As they move into grade 7, students will continue the same using grade 7 topics and texts.

L—No focus standards at this time.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Research writing is the process of locating, and the investigation of information from a variety of sources. It can be used for many purposes, such as to inform, persuade, or entertain. Students will write their paper selecting their sources with the most relevant information.

Suggested Local Resources

Spring Board

Short Story

- Asimov, Isaac. “The Fun They Had” (pp. 318-320)

Terminology

- Research: The process of locating and investigating information from a variety of sources (Spring Board glossary p. 419)
- Paraphrase: Restating or rewriting each sentence of a text in your own words. (*Elements of Literature*, p. 1130)
- Bibliography: A list of source materials that are used or consulted in the preparation of a work or that are referred to in the text. (Dictionary.com <http://dictionary.reference.com/browse/bibliography?s=t>)
- Plagiarism: Using someone else's words or ideas without giving them credit. (*Elements of Literature*, p. 806)
- Citation: Giving credit to the authors of source information (Spring Board glossary p. 413)

Challenging Concepts

No new challenging concepts at this time.

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>

