

Pace



Charter School of Hamilton

Pace Charter School of Hamilton
Language Arts Reading Curriculum
Grade 6

This curriculum may be modified through varying techniques, strategies, and materials as per student needs and an individual student's Individualized Educational Plan (IEP).

Grade 6 Reading Unit 1: Synthesizing Complex Literary Devices Across Historical Fiction and Historical Texts

Content Area: Language Arts

Grade Level: English Grade 6

Summary and Rationale

This unit focusing on historical fiction will add layers of plot complexity and interpretive potential to the kind of "current" fiction students have been reading. Readers of historical fiction need to utilize all they know about reading fiction and apply these strategies in stories that take place in another setting and time. They need to assimilate a larger and more complex plot as the personal story of fictional characters intertwines with a larger historical era. Historical fiction is inherently complex, so students will benefit from the support and collaborative interpretations of their reading group conversations. Most historical fiction teaches lessons about human endurance or social justice, so book club conversations will move into interpreting the novels' underlying themes and central message across time.

Recommended Pacing

September-November (Approximately 8 weeks)

Common Core State Standards

Standard: Language: Conventions of Standard English

L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1.d	Recognize and correct vague pronouns

Standard: Language: Conventions of Standard English

L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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Standard: 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.
L.6.4.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.
L.6.4.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.
L.6.4.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.

Standard: Reading Informational: 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.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Standard: Reading Informational: 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.
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.
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).
Standard: Reading Informational: 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.
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.
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).
Standard: Reading 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.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Standard: Reading Literature: Integration of Knowledge and Ideas	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.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.
Standard: Speaking and Listening: 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.
SL.6.1.a	Comprehension and Collaboration: 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.
SL.6.1.b	Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c	Comprehension and Collaboration: Pose and respond to specific questions with

	elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.d	Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Standard: Speaking and Listening: 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.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Focus

Unit Enduring Understandings

- Reading is a social act; meaning can be developed and expanded through regular conversation around reading
- Great stories/books address universal themes of human existence and conflict
- Historical fiction books are fiction books that take place in another time and setting
- In historical fiction, setting is more than a passive backdrop and contributes actively to the plot
- Historical fiction often teaches lessons about human endurance or social justice
- Plot complexities, the nature of settings, the ways people live, who the characters are, and the relationship the characters have to historical tensions make reading historical fiction challenging

Unit Essential Questions

- What strategies do good readers use to successfully manage the challenges of historical fiction texts?
- What themes and messages are readers likely to encounter when reading historical fiction?
- How does the support and collaborative interpretation of reading groups facilitate understanding of fiction texts?

Objectives

Students will know:

- The routines of participating in a successful reading group
- The story grammar of stories (character, setting, goal, problem, solution/resolution)
- The vocabulary necessary to label the main fixtures common to most historical fiction
- That historical fiction novels do not merely reference another time period; they also often introduce readers to large, complicated themes that have recurred in human history and continue to be relevant today
- Nonfiction texts, movie clips and social studies texts may help students to better understand historical fiction novels

Students will be able to:

- Revisit what they know about reading fiction and utilize these strategies in stories that take place in another setting and time
- Discuss how historical fiction texts "tend to go" (using necessary vocabulary) and how this knowledge helps students understand what is occurring in their reading

- Use strategies of envisioning, inferring, and synthesizing to comprehend deeply historical fiction
- Work with reading groups to keep track of multiple plotlines, unfamiliar characters, and shifts in time and place
- Discuss with reading group the deeper meaning and themes of the historical fiction novels

Activities

Students will participate in:

- Comprehension activity packets for each novel
- Chapter vocabulary definitions
- Reading group discussions
- Note taking
- Grammar activities
- Vocabulary activities

Methods of Assessment/Evaluation

Students will complete:

- Reading Group Discussions
- Exit Slips
- Classwork/Independent Work
- Novel Quizzes
- Novel Tests
- Novel Projects
- Grammar Quizzes
- Vocabulary Quizzes

Resources

Suggested Resources:

Curtis, Christopher Paul. (2000). **Bud, Not Buddy**
 Curtis, Christopher Paul. (1963). **The Watsons Go to Birmingham**
 Lord, Cynthia. (2015). **A Handful of Stars**
 Taylor, Midred D. (1976). **Roll of Thunder Hear My Cry**
 Taylor, Theodore. (1987). **The Cay**

Textbooks:

Sadlier Vocabulary Workshop Achieve Level E
Sadlier Grammar for Writing

Grade 6 Reading Unit 2: Developing Theories About Characters and Stories

Content Area: Language Arts

Grade Level: English Grade 6

Summary and Rationale

Students will use this unit to understand how to speak about characters with insight and empathy. Readers will be encouraged to do more interpretive work with characters, thinking about the role of major and minor characters in the story, inferring about the pressures on characters and where these pressures come from, responses of characters to situations, lessons characters learn, and how much characters change. Students will use their reading group discussions to think deeply about characters, developing more complex understandings.

Recommended Pacing

December-February (Approximately 8 weeks)

Common Core State Standards

Standard: Language: Conventions of Standard English

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|----------------|--|
| L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.6.2.b | Spell correctly |

Standard: Language: Conventions of Standard English

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| L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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Standard: Vocabulary Acquisition and Use

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|----------------|---|
| 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. |
| L.6.4.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. |
| L.6.4.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. |
| L.6.4.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.6.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L.6.5.b | Use the relationship between particular words (e.g., cause/effect, |

	part/whole, item/category) to better understand each of the words.
Standard: Reading Informational: 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.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Standard: Reading Informational: 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.
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.
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).
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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).
Standard: Reading 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.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Standard: Reading Literature: Integration of Knowledge and Ideas	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.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.
Standard: Speaking and Listening: 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.

SL.6.1.a	Comprehension and Collaboration: 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.
SL.6.1.b	Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c	Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.d	Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Standard: Speaking and Listening: 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.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Focus

Unit Enduring Understandings

- Literature can reflect, clarify, criticize the times it portrays
- The goal of reading is to make meaning from text
- Effective readers use specific strategies to help them better understand and deepen comprehension
- Readers are entitled to an opinion about what a text means, but some opinions are more supported by text evidence than others
- Fiction can entertain while revealing truths
- Great stories/books address universal themes of human existence and conflict.
- Great stories raise questions (and sometimes provide answers)
- Genres influence organization, technique, and style

Unit Essential Questions

- Why is this literature significant to the reader?
- How can fiction reveal the truth?
- What influences in the text change characters?
- Does literature reflect culture, or shape it?
- Where have readers seen this idea before?
- What is the author saying? What does the text mean?
- How do readers monitor comprehension?
- Why and how does the reader generate text-supported evidence?
- From whose viewpoint is the story told?
- What reaction did the text generate?

Objectives

Students will know:

- Characterization/Character development-the ways in which an author develops a character, making him/her seem believable
- Conflict- a problem or struggle between two opposing forces in a story
- Theme- a story's universal or general message/life lesson
- Elements specific to the genre read
- Identify literary elements and story grammar

Students will be able to:

- Evaluate the author's development of characters (through dialogue, dialect, point of view)
- Trace the character/s change/evolution over the course of the story
- Identify protagonist and antagonist
- Understand character motivation
- Make personal connections to the characters
- Identify and understand different types of conflict
- Distinguish between internal and external conflict
- Recognize that there may be multiple conflicts in a story
- Realize that the character's development is often a function of how the character deals with the conflict, as well as resolves the conflict
- Connect the conflict to personal experience
- Understand that theme is the author's treatment or perspective on a given issue
- Prepare for and conduct meaningful conversations with shared dialogue
- Provide textual support for conversations
- Make connections to the text and synthesize themes
- Read actively by recording thoughts, ideas, connections, inferences, questions, predictions, etc on Post-It notes
- Reflect upon reading through the use of reader's notebook, peer discussion in reading groups, and comprehension activities.

Activities

Students will participate in:

- Comprehension activity packets for each novel
- Chapter vocabulary definitions
- Reading group discussions
- Note taking
- Grammar Activities
- Vocabulary Activities

Methods of Assessment/Evaluations

Students will complete:

- Reading Group Discussions
- Exit Slips

- Classwork/Independent Work
- Novel Quizzes
- Novel Tests
- Novel Projects
- Grammar Quizzes
- Vocabulary Quizzes

Resources

Suggested Resources:

Goldblatt, Mark M. (2013). **Twerp**
 Ryan, Pam Munoz. (2000). **Esperanza Rising**
 Spinelli, Jerry. (1996). **Crash**
 Spinelli, Jerry. (1990). **Maniac Magee**

Textbooks:

Sadlier Vocabulary Workshop Achieve Level E
Sadlier Grammar for Writing

Antecedents

Content Area: Language Arts

Grade Level: English Grade 6

Summary and Rationale

Through a study of literature, students can be made more aware of the ways in which current day stories play out familiar themes; readers can be provided with a new lens for thinking about reading and will therefore be able to hone that reading skill for deeper meaning. Exploring the literary ancestors/antecedents of a story often gives a richer understanding of that story, particularly when students are aware of patterns such as the "hero's journey". Students will encounter versions/patterns/events again and again in their modern day reading, and studying the classics to understand these can benefit readers as they read any text.

Recommended Pacing

March-June (Approximately 12 weeks)

Common Core State Standards

Standard: Language: Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

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

Standard: Language: Conventions of Standard English

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Standard: 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.

L.6.4.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.

L.6.4.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.

L.6.4.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.

Standard: Reading Informational: 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.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Standard: Reading Informational: Key Ideas and Details	
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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.
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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).
Standard: Reading 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.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Standard: Reading Literature: Integration of Knowledge and Ideas	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.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.
Standard: Speaking and Listening: 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.
SL.6.1.a	Comprehension and Collaboration: 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.
SL.6.1.b	Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c	Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.d	Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Standard: Speaking and Listening: 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.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Focus

Unit Enduring Understandings

- The single central goal of reading is making meaning
- Building background knowledge that facilitates text-to-text connections develops comprehension of text
- Through a study of classic literature, readers can be made more aware of the ways in which modern day stories play out familiar themes
- Effective teachers use specific strategies to help students better understand and deepen comprehension
- Classic literature has particular attributes that are visible in current day literature; understanding those structures can help readers to deepen comprehension of text, i.e., patterns and the story of the "hero's journey".

Unit Essential Questions

- How does understanding the structure and attributes of classic literature help readers to deepen their comprehension of modern day texts? (How does understanding the allusions within modern day text deepen comprehension of that text?)
- How does understanding the use of repeating patterns/themes help to facilitate understanding of and comprehension of text?
- How do readers select, use, and monitor specific strategies to develop comprehension of text?

Objectives

Students will know:

- The structure and attributes of class literature
- How the structure and attributes of classic literature are present in modern day literature.
- How recognizing repeating patterns/themes facilitates understanding and comprehension of a text.

Students will be able to:

- Discuss origins of and similarities/ differences with regard to structure and characteristics in classic literature
- Select, use, and monitor specific strategies to develop comprehensions of text
- Identify specific patterns/events in both ancient and modern day literature.

Activities

Students will participate in:

- Comprehension activity packets for each novel
- Chapter vocabulary definitions
- Reading group discussions
- Note taking
- Grammar activities
- Vocabulary Activities

Methods of Assessment/Evaluations

Students will complete:

- Reading Group Discussions
- Exit Slips
- Classwork/Independent Work
- Novel Quizzes
- Grammar Quizzes
- Vocabulary Quizzes

Resources

Suggested Resources:

DuPrau, Jeanne. (2003). **The City of Ember**
 Juster, Norton. (1961). **The Phantom Tollbooth**
 L'Engle, Madeleine; (1962). **A Wrinkle in Time**
 Lewis, C.S. (1984). **The Lion, the Witch, and the Wardrobe**
 Lowrey, Lois. (1993). **The Giver**
 Paterson, Katherine. (1977). **The Bridge to Terabithia**

Textbooks:

Sadlier Vocabulary Workshop Achieve Level E
Sadlier Grammar for Writing

Grade 6 Reading Unit 4: PARCC Review (placement in

calendar varies as PARCC schedule is released)

Content Area: Language Arts

Grade Level: English Grade 6

Summary and Rationale

Standardized tests are a regular and expected part of school life. Students, teachers, and school districts may be judged/evaluated using the results of standardized tests. Standardized tests present a specific genre of reading and writing that must be discussed/practiced if students are to understand the demands of the test and are to achieve scores that represent their actual ability, rather than scores compromised by an inability to manipulate the format of the test questions and test items.

Recommended Pacing

Approximately 15 days (in preparation for the PARCC test)

Common Core State Standards

Standard: Language: Conventions of Standard English

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

Standard: Language: Conventions of Standard English

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Standard: 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.

L.6.4.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.

L.6.4.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.

L.6.4.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.

Standard: Reading Informational: 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.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Standard: Reading Informational: 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.
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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).
Standard: Reading 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.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
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RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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Standard: Speaking and Listening: 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.
SL.6.1.a	Comprehension and Collaboration: 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.

SL.6.1.b	Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c	Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.d	Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Standard: Speaking and Listening: 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.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Standard: Writing: 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.
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.
Standard: Writing: Text Types and Purposes	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.2.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.
W.6.2.f	Provide a concluding statement or section that follows from the information presented
W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Standardized tests of reading and writing are used by local, state, and national 	

agencies to assess student growth, school success, and delivery and interpretation of curriculum

- Standardized tests of reading and writing represent a particular genre of reading and writing, significantly different from the daily reading and writing practiced
- Participation in daily reading and writing activities is the most important predictor of success on standardized tests.
- Standardized test question formats differ slightly from typical classroom question format.
- Standardized test question formats can be learned and practiced to increase the chance of performing successfully on these tests.

Unit Essential Questions

- What role do standardized tests play in assessing student/teacher performance?
- How can successful student performance on standardized tests be facilitated?

Objectives

Students will know:

- The origin/purpose/logistics of the standardized test(s) used in their classroom/school.
- Test-taking is a skill in and of itself.
- The format of the standardized test questions is often different from the format of questions used in the classroom.
- The format of standardized test questions requires “manipulation” to 1) understand what the question is asking and 2) answer the question successfully.
- Standardized tests are “timed tests”, i.e., specific amounts of time are allotted for particular portions of the test, and that learning to attend to and use time productively can facilitate success on these tests.
- Test-makers use “distractors” on multiple choice test items answers in an effort to confuse test-takers.

Students will be able to:

- Respond to sample prompts, recognizing that the format, content, and specifics of their writing must “match” the task set before them by the test items.
- Recognize the question types used on standardized test of reading and know strategies that can be used to narrow the search for correct answers to each question type.
- Recognized and eliminate “distractors” included in multiple-choice test item answers.

Resources

Suggested Resources:

Pearsonsuccess.net

Pearson online practice tests
Lumouslearning.com

Textbooks:

Sadlier Vocabulary Workshop Achieve Level E

Sadlier Grammar for Writing