

Grade 6 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 6		
Unit of Study	Unit 5: Developing Analytical Reading Practices: Interpretation (Unit 6 in A Curricular Plan For The Reading Workshop)/ Persuasive Essays , If/Then p. 31 (Titles are linked to If/Then Lessons)		
Pacing	March - Mid April The reading & writing topics unfold over 16 & 17 sessions, respectively, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.		
Unit CT Core Content Standards			
Reading Foundational Skills			
N/A			
Reading: Literature and Informational	Writing	Speaking/Listening	Language
RL.6.2/RI.6.2 Determine a theme/central idea from key details; summarize the text distinct from opinions/judgment RL.6.3/RI.6.3 Describe how plot unfolds and character responds or changes/ topic is introduced, illustrated, elaborated in text RL.6.5/RI.6.5 Explain how a segment fits in overall structure	W.6.1 Introduce, support claims with organized reasons/evidence, formal style, concluding statement W.6.7 Short research using several sources, refocusing inquiry where appropriate W.6.9 Draw evidence to support analysis, reflection, research	SL.6.1 Range of collaborative discussions, prepared, agreed upon rules, pose/respond to questions, review ideas expressed explain own ideas SL.6.3 Delineate a speaker's arguments and claims and distinguish un/supported claims SL.6.6 Adapt speech to a variety of contexts	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.5 Figurative language, figures of speech, relationships, connotations L.6.6 Acquire and use accurately academic/ domain-specific words

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

<p>RL.6.9/RI.6.9 Compare and contrast different forms or genre/different authors account of same event</p>			
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How do readers analyze their own lives and literature to learn more? 2. How do readers analyze differences across texts to develop new understandings? 3. How do readers analyze text to determine how they affect us? 4. How do writers convey their opinions clearly and persuasively? 		<ol style="list-style-type: none"> 1. Readers return to critical moments in their own lives and in texts to learn from experience. Readers look for ideas and themes in texts and construct their own ideas to investigate during and after reading. 2. Readers analyze how a text makes a theme visible through characters, settings, ideas - how that theme is developed, where and how it becomes more visible in the text, and how that development is undoubtedly different in different texts. 3. Readers notice and think about the meaning behind symbols, titles, and literary devices, such as foreshadowing, repetition and perspective. 4. Writers create logical, compelling and persuasive arguments about topics that feel relevant to them. Writers harness their own expertise, incorporate added research and tailor their arguments for specific audiences. 	

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

Reading Bends	Writing Bends
<p>Bend 1: In this bend, students analyze moments in texts and in their own lives to determine what we can learn from them. Students reconsider and “reread” texts to learn that stories are never about just one idea and ideas live in more than one text.</p> <p>Bend II: In Bend II, students lay texts that are united thematically alongside one another to investigate how the respective authors have developed the theme. Students analyze how ideas that appear similar may be different either in their development or in their details.</p> <p>Bend III: In this bend, students focus on symbolism and literary craft and become more alert to the metaphors and rhetoric in the texts they encounter.</p>	<p>Bend I: In this bend, students develop a plan for a persuasive/argumentative essay by co-constructing a simple essay to warm up, choosing a meaningful issue and writing about the topic in their notebook. Students focus on the structure of the essay and develop claims and supports.</p> <p>Bend II: Students draft and revise their essays to make their arguments more powerful. Students study famous persuasive speeches, using these as models for how to revise their essays so that they are more convincing.</p> <p>Bend III: In this bend, students choose a second topic from the list they generated in Bend I to write a second essay with a focus on research. Students focus on writing and revising with greater sophistication, considering their audience, word choice, and tone, and aiming to lift the level of persuasiveness.</p>
Teaching Points	
Reading	Writing
Bend I:	Bend I:

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

<ol style="list-style-type: none"> 1. Learn lessons from characters and moments in stories 2. Characters' critical choices teach us significant lessons 3. Characters and readers bring different perspectives 4. Revise original ideas as the story develops and support thinking with textual evidence 5. Compare texts with similar ideas or themes <p>Bend II:</p> <ol style="list-style-type: none"> 6. Analyze differences in setting across texts and their impact on a theme/idea 7. Use strategies to recall texts when analyzing (lists of titles, issues or themes, rereading, etc.) 8. Analyze differences in characters across texts and their impact on a theme/idea 9. Compare characters' choices to the ones we make in our own lives 10. Pay attention to what the story is about and keep adding new information and insights <p>Bend III:</p> <ol style="list-style-type: none"> 11. Pay attention to symbols 12. Think and talk about the symbolic meaning of the title 13. Pay attention to foreshadowing 14. Notice repetition and think about its meaning 15. Compare points of view of characters with our own 16. Consider how a text compares to the literary tradition (archetypes and narrative arcs) and how that relates to its meaning 	<ol style="list-style-type: none"> 1. Argue for your point of view by carefully balancing emotion and logic 2. Think about topics you care about and explore them through talk and writing to determine your beliefs 3. Collect materials and write ideas to rethink an essay plan before drafting 4. Use mentor texts to understand a quality argument 5. Draft and revise your claim to say exactly what you mean <p>Bend II:</p> <ol style="list-style-type: none"> 6. Include vignettes or small moment stories to illustrate a reason 7. Write stories to make a clear point about the argument 8. Write introductions and conclusions that follow from the rest of the essay 9. Use speeches as mentor texts to improve persuasion in your own writing 10. Self-assess writing and set goals for improvement <p>Bend III:</p> <ol style="list-style-type: none"> 11. Use past learning to generate topics for writing 12. Read and reread texts to shape ideas about a topic 13. Use a written or mental outline to organize facts, thoughts and stories before writing 14. Notice the craft moves essayists make in mentor texts and find ways to incorporate these moves in your own writing 15. Think about your audience by asking, "Who am I trying to persuade?" and "What piece of evidence will most convince this intended audience?" 16. Use powerful and precise vocabulary 17. Celebration
Word Study Topics	
<p>Words Their Way Scope and Sequence</p> <p>This chart shows the skills presented in Words Their Way®: Word Study in Action. The first column lists the word features. The subsequent columns indicate the Words Their Way level or levels at which the word features are covered.</p>	

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

When implementing word study in the classroom, it is important to understand the progression of the stages of spelling development. It will help teachers determine which word study activities are most appropriate for students. The methodology of the professional development book *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* is based on the progression of these developmental stages. Please click on the following link for more information on these stages in relation to *Words Their Way* [Words Their Way: Word Study in Action](#)

Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.

Evidence of Learning - Assessment

[TC High Leverage Reading Assessment](#)

**See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

Smarter Balanced Assessment Resources

The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:

[Smarter Balanced Brief Write Rubrics](#) (3-11)

[Smarter Balanced Narrative Performance Task Writing Rubric](#) (Grade 3-8)

[Smarter Balanced Explanatory Performance Task Writing Rubric](#) (Grade 6-11)

[Smarter Balanced Argumentative Performance Task Writing Rubric](#) (Grade 6-11)

Smarter Balanced Interim Blocks

Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy. The interim assessment items are non-secure but non-public. This means that educators may view the items, however, they should not be made public outside of classroom, school or district use.

Unit-aligned Smarter Balanced Interim Assessment Block (IAB)*:

IAB - Argumentative PT-ELA Grade 6-Multivitamins: Good or Bad?- [CSDE Comprehensive Assessment Portal](#) (Click on *Smarter Balanced Assessment* - tab on left; then, click on *Assessment Viewing Application*)

**Some interim blocks show clear, strong alignment to priority standards within the unit. Other blocks have been placed in one specific unit but could be aligned to the priority standards of several units. Blocks have been spread out over the course of all units for a more balanced approach to assessment throughout the school year. These interim blocks, used in partnership with the [Style Guide](#), will support the creation of unit- and standard-aligned items for instructional use.*

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<p>Reading:</p> <ul style="list-style-type: none"> ● Grade 6 Narrative Reading Learning Progression* ● Information Reading Learning Progression - Grade 6* <p>Pre-assessment - Students are ready for this unit if you look over their Post-its and listen to their partner conversations and you see that they are regularly making inferences about the characters and synthesizing the narrative elements in the stories they read.</p> <p>Post-assessment - Ask students to analyze across two texts and articulate their ideas about texts in writing, using substantive evidence gathered and cited from the texts</p> <p>Writing:</p> <p>Pre/post assessments:</p> <ul style="list-style-type: none"> ● On-Demand Performance Assessment Prompt* ● Argument Writing Checklist* ● <i>Writing Pathways</i> performance assessments for Argument*: <ul style="list-style-type: none"> -writing rubrics -student writing sample -writing developed through the progression ● Consider inviting 	<ul style="list-style-type: none"> ● Running Records if students are reading below benchmark ● WPM rate benchmark chart ● Narrative Reading Learning Progression/Information Reading Learning Progression* ● Argument Writing Learning Progression, Grades 3-9* 	<p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Daily reading log sheet ● Exit tickets <p>Writing:</p> <ul style="list-style-type: none"> ● Conferring notes ● Argument Conferring Scenario Chart* ● Observation of small group work ● Student work: One or more student work samples for each writing session* ● Argument Writing Checklist*

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

students to make an iMovie/YouTube clip/PSA to work toward authentic publishing goals		
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The reading and writing workshop model is a researched-based instructional model.</p> <p>See <i>A Guide to the Reading Workshop Model: Intermediate Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann online resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> ● the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link ● the architecture of a conference and small group work: mid-workshop teaching ● share/whole group processing ● setting up and provisioning the reading workshop <p>The Heinemann online resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>		
Anchor Charts		
<i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i>		
Reading	Writing	
<p>“When talking about text interpretations, readers say:”</p> <ul style="list-style-type: none"> ● When I first read this story, I thought it was just about ____, but now that I think deeper about it, I realize that really, it is also about ____. ● Often people ____, but this story shows that it’s possible people should ____. ● I used to think ____, but after reading this I think ____ because ____. ● I learned from [character, event] that in life, it can be important to ____. ● This story teaches us not only about ____ 	<p>“Getting In and Out of Illustrative Stories”</p> <ul style="list-style-type: none"> ● This shows that ... Therefore ... ● This reveals that ... Consequently ... ● This illuminates ... which shows ... ● This suggests ... which means that ... 	

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

but also about _____.	
Instructional Moves Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.	
Possible Student Challenges	Teacher Moves
Determining two or more central ideas in a text	<ol style="list-style-type: none"> 1. Have students skim a text to get the gist and discover what ideas the text treats most seriously and thoroughly from beginning to end; then ask them to make a list of those ideas, determining by some criteria you provide or they develop those few ideas that merit scrutiny as a result of the author's treatment throughout the text.
Comparing and contrasting the structure of two or more texts	<ol style="list-style-type: none"> 1. Using color coding on the display screen, think aloud for students as you move through the parallel text, showing them how to read across the text to compare and contrast them, focusing in this case on the nature and meaning of their differences.
Analyzing how two or more texts address similar themes or topics	<ol style="list-style-type: none"> 1. Use colors (as you display the text or a passage via LCD projector) to code the two themes or topics as they appear or develop and refer to each other; narrative your thinking aloud as you do this, so students see what you do and understand how the colors that represent each theme or topic connect with the others throughout the text. 2. Have students use highlighters or digital color tools (if working on-screen) to examine the development of ideas into a larger fabric of knowledge about an idea over time or examine how each author approaches the treatment of these ideas in their texts compared with the others being studied. Let students' reading be guided by the question, <i>What patterns emerge over the course of the text as they different authors explore this theme?</i>
Interpreting and analyzing figures of speech in context	<ol style="list-style-type: none"> 1. Try a range of other structured activities such as semantic mapping, semantic

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

	<p>feature analysis, and concept ladders; a related activity for individual words is to create short sentence templates that allow students to better understand words. An example of such a template would be something like <u>(the word)</u> is/means <u>(the definition)</u>; however, it is not/does not mean <u>(the antithesis)</u>.</p> <ol style="list-style-type: none"> 2. Develop a graphic organizer that allows students to analyze the associations between the core word and its associated words; for example, you could draw a line and write <i>Literal</i> on the top and <i>Figurative</i> underneath it, defining a word used figuratively in the text (e.g., the word <i>swerve</i> used in a William Stafford poem) first in its literal or denotative meaning; below that, on this two-tier organizer, you would generate with students all the different connotations of the word <i>swerve</i> in the figurative, metaphorical sense, and then discuss how these apply to the poem.
Using words, phrases and clauses to clarify relationships	<ol style="list-style-type: none"> 1. Distribute highlighters or crayons, and then ask students to indicate those words that create cohesion by linking or serving as transitions between claims and reasons. 2. Generate words that are appropriate to the tone, topic, and type of argument, as well as the audience, occasion, and purpose; this can be done as a class, in groups or independently. 3. Invite students to use techniques as backward outlining to assess the logic of their arguments within a paragraph or the whole text.
Drawing evidence from informational texts for analysis	<ol style="list-style-type: none"> 1. Introduce them to a wide range of sources of evidence, including examples, statistics, expert opinions, interviews, surveys, observations, experiments, primary source documents, and quotations. 2. Permit and show students how to find and use evidence in different forms - graphs, images, charts, tables and even videos - and then integrate and comment on it to support their claim.

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

	3. Establish with students - or apply from another source - specific criteria for selecting evidence, demonstrating how to assess the degree to which all evidence is valid, reliable, relevant and sufficient.
Mentor, Demonstration, Read-aloud, Shared Texts	
Reading	Writing
<p>This unit is intended for readers who are reading books at level R and above. Teachers may include other similar texts of the appropriate grade level band.</p> <p>It will be important for your class to have a set of shared texts to mine in this unit - and presumably those will be the books and short texts (picture books) you have read aloud all year, combined with books that students know (those from previous years, for example, may qualify).</p> <p>Read-Aloud and Shared Reading Texts TC Suggested Read Aloud Text Grades K-8</p> <p><i>Freedom Summer</i> by Deborah Wiles and Jerome Lagarrigue <i>Raymond's Run</i> by Toni Cade Bambara <i>Fly Away Home</i> by Eve Bunting <i>Brown Girl Dreaming</i> by Jacqueline Woodson</p>	<p>You will want to give students options of the text sets you have available - leadership, friendship, kindness, conflict, community, and so on - and the chance to choose which text set/idea best fits their thinking so far. Students will need access to articles, books and digital texts on the topic or issue they select.</p> <p>If/Then Persuasive Writing Unit p. 43 includes some possible digital resources to support research on the following topics:</p> <ul style="list-style-type: none"> ● Community ● Leadership ● Kindness <p>If you opt for students to create a digital movie to publish their work at the end of the unit, you might use examples of written scripts and/or images/sounds from:</p> <ul style="list-style-type: none"> ● "Pep Talk" video by Kid President ● "What's Wrong with Our Food System" Tedx video by Birke Baehr ● Any of the multitude of "It Gets Better" videos, additional Kid President speeches, or other PSAs readily available online
Read-Aloud & Shared Reading	
<p>Read-Aloud goals</p> <p>Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text Whole-class book talk</p> <p>Read-Aloud process:</p> <p>Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p>	

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

<p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
<p>Vocabulary *Vocabulary identified in Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</p>	
<p>Tier 2 (Academic Vocabulary)</p>	<p>Tier 3 (Domain Specific Vocabulary)</p>
<p>analyze analytical compelling consequently credible critical impact perspective precise synthesize</p>	<p>archetypes craft moves essayist foreshadowing literary tradition narrative arc symbol vignette</p>
<p>Suggestions for Differentiation, Scaffolding and Intervention</p>	
<p>CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</p> <p><i>Up the Ladder: Assessing Grades 3-6 Writing Units of Study</i> books and online resources</p> <ul style="list-style-type: none"> There are three units in the <i>Up the Ladder</i> series, and each contains 20-22 sessions. These books have been designed for children in grades 3-6 who may not yet have had many opportunities to practice writing narrative, information, and opinion/argument pieces, or might have not have had those experiences in workshop-style classrooms. The units aim to support students in writing with increasing volume and with growing skill and sophistication. Sessions in the <i>Up the Ladder</i> series are shorter and simpler than those in the writing Units of Study. <p>Use individual student performance data to inform intervention in small group and conferring work.</p> <p>Effective Intervention Strategies for Teachers</p> <ul style="list-style-type: none"> Use grouping Use feedback, reinforcement and recognition Use similarities and differences Use advanced organizers such as graphic organizers Provide feedback Use summary and note taking Use hands-on, non-linguistic representations 	

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

Meeting Students' Needs Through Scaffolding

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

Supporting Struggling Readers

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

Assistive Technology

Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

Colorin Colorado

CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.

- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

Interdisciplinary Connections

Social Studies Grade 6 Topics

World Regional Studies: the West (using the lens of geography to examine past and present features of people and nations in different regions of the world), including: Middle America and the Caribbean, South America, Western Europe and Eastern Europe. Consider opportunities for students to read/write on related topics.

NGSS Middle School Science includes topics related to physical science, life science, earth and space sciences and engineering. Science and Engineering Practices include analyzing and interpreting data, constructing explanations and engaging in argument from evidence. Consider opportunities to read, write, and communicate about related topics.

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)