

6th Grade ELA Reading

Link Community Charter School

UNITS (4/4 SELECTED)

SUGGESTED DURATION

- Unit 1: A Deep Study of Character *20 lessons*
- Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy *20 lessons*
- Unit 3: Tapping the Power of Nonfiction *20 lessons*
- Unit 4: Working With Evidence: Rules to Live By *15 lessons*

Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)
RL.6.1
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.6.3
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.
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.6.5
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.
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, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.
RL.6.10
By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
W.6.1

Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

Write arguments to support claims with clear reasons and relevant evidence.
W.6.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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.
W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.6.2
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.
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 speaking behaviors (e.g., 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.
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.6.3

Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

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

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.6.6

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.

New Jersey (NJSL) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.4.8.GCA.2:

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.TL.3:

Select appropriate tools to organize and present information digitally.

New Jersey (NJSL) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.

Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

DESIRED RESULTS

Established Goals

In this unit, students will learn to take charge of their reading lives by annotating texts and jotting notes in ways that deepen their thinking and prepare them for smart literary conversations with other readers. Students will learn to consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes. The unit also helps readers take more charge of their reading lives and engages students with close reading, gathering text evidence, and weighing and evaluating multiple theories about complex characters.

Transfer

Students will be able to independently use their learning to analyze complex characters' traits and how they affect settings and themes in texts while annotating and jotting to deepen their thinking.

Meaning

Big Ideas & Understandings

- Students will understand that...
- writers reveal complex character traits in texts.
 - setting can shape characters.
 - characters are vehicles for themes.
 - readers will take charge of their reading lives.

Essential Questions

- Students will keep considering...
- How do readers analyze the traits of complex characters?
 - How do readers weigh which of a character's traits might be more important to the story than others?
 - How do readers analyze the interactions between settings and characters?
 - How do readers analyze the various pressures characters are facing?
 - How do readers recognize and analyze motifs and themes in a story?
 - How do authors write in ways that reveal themes to readers?
 - How do readers develop agency in their reading lives?
 - What do we learn about ourselves and each other by understanding complex characters?

Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• LINK Core Values• Identify and analyze character traits• Identify and analyze settings• Identify and determine themes• Use direct and indirect characterization• Cite evidence to support thinking• Partner Discussion/Partner Work	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• identifying character traits and capturing their thinking on Post-its while reading independently.• re-evaluating and revising their thinking about character's traits, supporting new thinking with text evidence.• using their Post-its to create theory charts.• keeping a Reader's Notebook.• reflecting on their book choices and what to expect while reading.• noticing parts of characters that are less likeable.• exploring ways to capture and grow their thinking in their reader's notebooks.• reflecting on their strongest examples of writing about reading.• evaluating and choosing which character traits matter the most to what happens in the story.• revising their original theories about the character's traits.• jotting about links between traits and plot events in their notebooks.• reading on in their books, drawing on a repertoire of work to help them think more deeply about characters.• writing short or long about their reading for a brief amount of time• considering the link between pressures on characters and behavior.• reflecting on their novels and their reading lives.• understanding the importance of a setting's mood and examining the impact setting has on characters.• studying the author's language on their setting, thinking about how specific language evokes emotions and images.• lifting the level of their writing about reading by citing text evidence.• writing about their reading by taking notes on the setting and its effect on characters or when characters seem to act inconsistently.• thinking about how places in stories may change over

Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

Acquisition

time, physically and psychologically.

- using reader's notebooks to jot notes as they think deeply about characters and think about the ways the setting influences characters and vice versa.
- using timelines to track shifts in time in their novels and notice moments when the author provides backstory to develop a character.
- sharing their writing about reading work.
- identifying character troubles and conflicts
- identifying motifs in texts
- focusing on troubles or conflicts to grow ideas about possible motifs.
- developing note-taking systems to track motifs.
- practicing moving step-by-step from motifs to themes through exploring motifs further and reexamining relevant scenes in their books.
- using tools such as Post-its to track possible themes and develop their ideas.
- tracing motifs and investigating themes.
- investigating symbols as another way to explore theme.
- striking a balance between metacognitive reflection and deepening their reading skills as they participate in a read-aloud.
- noticing and name reading work called for in different parts of the book.
- building stamina in independent reading

Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <ul style="list-style-type: none">• Pre-Assessment• Completed Classwork• Exit Tickets• Bend Quizzes• End of Unit Assessment
	Other Evidence: <ul style="list-style-type: none">• Literably Assessments• Small Group Instruction• Reading Conferences• Reader's Notebook• Writing about Reading• Post-it Notes/Annotations• Observations• Partner Talk

Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Reading) instruction will follow the format below:

“Popularity” from *First French Kiss* by Adam Bagdasarian

- Session 1
- Session 2
- Session 4 (Additional material: [“Sectumsempra”](#) video clip from *Harry Potter and the Half-Blood Prince* -[YouTube link](#))
- Session 5
- Session 6
- Session 7 (Additional material: [“Sectumsempra”](#) video clip from *Harry Potter and the Half-Blood Prince* -[YouTube link](#))

“The Fight” from *First French Kiss* by Adam Bagdasarian

- Session 9
- Session 10
- Session 11
- Session 12 (Additional Material: [Stranger Things](#) video clip ([YouTube link](#)))
- Session 13
- Session 14 (Additional Material: [“Potions Class at Hogwarts”](#) video clip ([YouTube link](#)) + [“Severus Snape: Important Scenes in Chronological Order”](#) video clip ([YouTube link](#)))

“You Belong with Me” ([YouTube link](#)) by Taylor Swift

- Session 16
- Session 17
- Session 18

“Thank You, Ma’am” by Langston Hughes

- Session 20

Instructional Strategies


- Workshop Model
- Read-Alouds/Video-Alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Mini-lessons
- Modeling
- Small Group Instruction
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader’s Notebook
- Exit Tickets

Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022


- Centers/Stations
- Differentiated Instruction

ATTACHMENTS

 Popularity.pdf

 MSRUOS_Character_MT_TheFight.pdf

 Thank You Ma'am Langston Hughes.pdf

 Taylor Swift - You Belong With Me.mp4

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)
RL.6.1
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.6.3
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.
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.6.5
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.
RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.
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, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.
RL.6.10
By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

complexity or above, scaffolding as needed.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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.
W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.6.2
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.
SL.6.3
Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
L.6.1

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

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.6.3

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

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.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

New Jersey (NJSL) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.4.8.GCA.2:

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.TL.3:

Select appropriate tools to organize and present information digitally.

New Jersey (NJSL) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

DESIRED RESULTS

Established Goals

In this unit, students will read using the topic of social issues as the lens for reading in this unit, a topic that matters greatly to the young human beings who enter our classrooms every day. Students will start to weigh in on social issues: relationship issues, school issues, and a growing awareness of larger societal pressures. There can be serious consequences to the spiraling troubles that surround middle school kids. Students will read literature to increase their ability to empathize with others, and to be more socially aware. Students will read to transform how they see others and to show new ways to be kind, to connect, and to stand up for what's right.

Transfer

Students will be able to independently use their learning to...read and discuss books with others, identify social issues within texts, analyze how characters navigate social issues, and make connections to their daily lives.

Meaning

Big Ideas & Understandings

- Students will understand that...
- power, perspective, and conflict affect characters.
 - systemic issues surrounding such qualities as a character's gender, class, race, or age.
 - reading literature deepens connections.
 - reading can change them and give them new insights into others' experiences.

Essential Questions

- Students will keep considering...
- How can we ensure that conflicts lead to constructive change and a positive outcome for everyone involved?
 - What role(s) do I play in defining my own future? How do we form and shape a personal identity for ourselves?
 - How do our relationships with others change us?
 - In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?
 - What are the elements of true friendship and how might these change or grow over time?
 - How do we overcome prejudice and social bias?
 - In a culture full of ideas and images of what we should be, how do we form an identity that remains true and authentic for the individual?
 - Why do we sometimes oppress each other when we gain power?

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

Meaning	
	<ul style="list-style-type: none"> • Is there a price to obtaining freedom from oppression? If so, what is it? • How do we determine the ideals that should be honored in a model society and explain why they are the most important? • How does conflict lead to change across varying levels of society? • • What are the benefits and consequences of questioning/challenging authority?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • LINK Core Values • to identify and analyze character traits • to identify and analyze social groups • to identify and analyze relationships • to identify social issues • to identify and determine themes • to use direct and indirect characterization • to cite evidence to support thinking • Partner Discussion/Partner Work 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • participating in the class read-aloud and add the lens of relationships to the close reading work that they already know how to do as they read their book club books. • studying relationships, taking on the added possible lens of finding positives and negatives. • participating in small group conversations on their novel(s). • reading closely for more implicit signs of characters contributing to tension. • planning for how to minimize relationship issues in future talks • making text to real-life connections. • challenging themselves to discuss one idea for a longer amount of time, using strategies noted in the exemplar

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

Acquisition

talk.

- reading independently for an extended period of time.
- analyzing how and why power affects relationships during the read-aloud and in independent reading.
- studying colliding character traits to the ways they know to study relationships while meeting in book club groups.
- noticing when characters' issues are not personal, but group-related, and to consider ways group-related issues affect characters and stories.
- determining whether or not the issues that the characters in their stories are facing relate in some way to a group's access, or lack of access, to power.
- participating in a club talk, comparing notes about the issues they are tracking in their stories.
- analyzing how simple literary themes fit or don't fit with stories, leading to deeper insights.
- writing long to further explore theme.
- analyzing how characters respond in complex, unique ways to the issues they face.
- discussing terminology for group-related issues as a whole class and in small groups.
- considering whether parts of the story have positive or negative connotations.
- analyzing the positive and negative connotations of the story overall.
- analyzing images related to common gender stereotypes to build muscles for considering whether a text is reinforcing common stereotypes or assumptions about a group versus when they text is challenging them.

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

Acquisition

- thinking about the ways their texts do or do not reinforce stereotypes.
- reflecting on all they have discovered over the course of the reading unit and ponder questions they still have.
- considering why people don't do more to stop power imbalance or intolerant acts.
- considering how people can help to make these issues less painful, less persistent for groups and individuals.
- understanding that reading is shaped not just by a text, but by a reader's own life and experiences.
- making text-to-self connections as they keep their own lives and experiences in mind while reading.
- using their personal responses to better understand characters or situations.
- understanding that they can use reading with others to learn about each other and their lives.
- identifying with less likeable and less admirable characters.
- noticing when the villains of the story connect to a less likeable part of themselves.

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Club Talk Rubric	Performance Task(s): <ul style="list-style-type: none">• Pre-Assessment• Completed Classwork• Exit Tickets• Bend Quizzes• End of Unit Assessment• Book Club Meetings
	Other Evidence: <ul style="list-style-type: none">• Literably Assessments• Small Group Instruction• Reading Conferences• Reader's Notebook• Writing about Reading• Post-it Notes/Annotations• Observations• Partner Talk

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Reading) instruction will follow the format below:

“My Side of the Story” from *First French Kiss: And Other Traumas* by Adam Bagdasarian

- Introduction to Social Issues + Book Clubs
- Session 1
- Session 2
- Session 3 (Additional Material: [“Inside Out”](#) video clip ([YouTube link](#)))
- Session 5
- Session 6 (Additional Material: [“Meme”](#) link ([URL](#)) + [“Moana Argues with her Dad”](#) video clip ([YouTube link](#)))

“Inside Out” from *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez

- Session 8 (Additional Material: [“Together We Make Football: Sam Gordon”](#) video clip)
- Session 9
- Session 10
- Session 11 (Additional Material: [“Race, Stereotypes, and Identity in 2016”](#) video clip ([YouTube Link](#)))
- Session 12
- Session 13 (Additional Material: [Pink and Blue Toy Aisles Photos](#) + [“Lalaloopsy Commercial”](#) video clip ([YouTube link](#)) + [“Goldieblox Commercial”](#) video clip ([YouTube link](#)))
- Session 14

“Shoulders” by Naomi Shihab Nye + “In a line at the drugstore...” by Claudia Rankine

- Session 15
- Session 16
- Session 17
- Session 18

Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Book Clubs
- Mini-lessons
- Small Group Instruction
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader’s Notebook
- Notice/Wonder Protocol
- Exit Tickets

Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

- Centers/Stations
- Differentiated Instruction

ATTACHMENTS

 MSRUOS_SI_MT_My Side of the Story.pdf

 MSRUOS_SI_MT_Inside Out.pdf

 MSRUOS_SI_MT_InLineAtTheDrugstore.pdf

 MSRUOS_SI_MT_Shoulders.pdf

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)
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.
RI.6.1
Cite textual evidence and make relevant connections 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).
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.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
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.
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.

Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

RI.6.9
Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.10
By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
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.
W.6.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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.
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.
W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.6.1

Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

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.6.2

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.

SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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.6.3

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

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.6.6

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.

New Jersey (NJSL) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

9.4.8.GCA.2:

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

9.4.8.TL.3:

Select appropriate tools to organize and present information digitally.

New Jersey (NJSL) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.

Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

DESIRED RESULTS

Established Goals

Nonfiction reading skills are essential to students' achievement in virtually every academic discipline. In this unit, students will read science books and articles and read all kinds of primary and secondary sources to become powerful learners. Students will develop flexibility as they read across text types and transfer what they know from one type of text to the next. Students will learn to grow ideas and work collaboratively around high-interest texts and topics and build topic-specific vocabulary.

Transfer

Students will be able to independently use their learning to...read and analyze informational texts with confidence and with a critical lens.

Meaning

Big Ideas & Understandings

Students will understand that...

- central ideas tell what the text is mostly about.
- summaries create a concrete version of a text.
- synthesizing combines details within and across texts.
- reading critically helps readers to question an author's point of view and perspective.

Essential Questions

Students will keep considering...

- What makes an idea complex?
- What are some strategies that readers use when they encounter texts that teach the main idea implicitly?
- How can readers use context to determine vocabulary in complex texts?
- How can readers use a variety of sources using the same skills as reading print to add meaning to their research?
- How do readers become "experts" on a topic?
- Why do writers move back and forth from details to big ideas?
- Why do readers study topics deeply?
- Are readers able to live differently and take action because of research?

Acquisition

Knowledge

Skills

Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

Acquisition

Students will know...

- LINK Core Values
- Informational Text Structures
- Informational Text Features
- to summarize/synthesize texts
- to cite evidence to support thinking

- Partner Discussion/Partner Work

Students will be skilled at...

- participating in the class read-aloud, speculating what the book may be about.
- using post-it notes to jot thoughts about their book while reading.
- practicing growing their thinking about parts as they read their own books.
- determining central ideas by considering how details fit together in their nonfiction chapter books as they read.
- reading on with their central ideas in mind, alert for details that might lead them to rethink their initial ideas.
- reading on in their books, considering how embedded stories contribute to central ideas.
- considering how seemingly insignificant parts connect to bigger ideas in a text as they read.
- analyzing their writing about reading
- previewing the gist of their topic and poring over easier resources to build a bit of background knowledge.
- writing or teaching others about their topic to solidify their learning.
- practicing summarizing the short texts they are reading to hold on to and better understand the essential parts of what they are learning.
- reading several articles or texts on their topic and taking notes that allow them to synthesize what they are learning across texts.
- determining which note-taking methods work best for them and develop their own note-taking system.
- conducting quick research as needed to clear up any confusion as they read their text sets.
- reading through a volume of text sets and drawing on the repertoire of strategies they learned throughout the unit.
- gathering vocabulary words to help them learn the lingo of their topic.
- working on growing their own ideas and theories about the nonfiction texts they read.
- reading easier resources to build up knowledge on their topic.
- researching their topics online.
- recording the challenges they encounter and develop

Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

Acquisition	
	<p>solutions to tackle those challenges as they read.</p> <ul style="list-style-type: none"> • determining the author's point of view of a text. • rereading an article with a particular focus on the author's point of view, noting a few techniques the author has used to convey it. • synthesizing what they are learning across texts, drawing on this work as needed as they study points of contradiction.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Pre-Assessment • Completed Classwork • Exit Tickets • Bend Quizzes • Informational Text Magazine Project or Blog Project • End of Unit Assessment
	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Literably Assessments • Small Group Instruction • Reading Conferences • Reader's Notebook • Writing about Reading • Post-it Notes/Annotations • Observations • Partner Talk

Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Reading) instruction will follow the format below:

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser

- Nonfiction Text Structures/Text Features
- Blog/Magazine Project
- Session 1 (Additional Materials: [“Cheyenne Mountain”](#) photos)
- Session 3 (Additional Materials: [“Kitchen Items”](#) photos + [“Animal Parents and their Young”](#) photos)
- Session 4
- Session 5
- Session 6
- Session 8 (Additional Materials: [“GMOs and Genetic Engineering”](#) Text Set)
- Session 9 (Additional Materials: [“The Battle Over GMOs”](#) by Alessandra Potenza)
- Session 10
- Session 11 (Additional Materials: [“Seeing Red: The Flavr Svr Tomato”](#) video)
- Session 12
- Session 13
- Session 14
- Session 15
- Session 16
- Session 17
- Session 18 (Additional Materials: [“World Wildlife Fund”](#) Ad + [“Labels for GMO Foods”](#) link + [“Scientists Make a Better Potato”](#) link)
- Session 19 (Additional Materials: [“What’s a GMO? And GMO Information”](#) link)
- Session 20

Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader’s Notebook
- Notice/Wonder Protocol

Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

- Exit Tickets
- Centers/Stations
- Differentiated Instruction

ATTACHMENTS

 MSRUOS_Nonfiction_MT_FastFoodNationexcerpts.pdf

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)
RL.6.1
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.6.4
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.6.5
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.
RI.6.1
Cite textual evidence and make relevant connections 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.6.4
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.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.

Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

W.6.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
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.
New Jersey (NJSL) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)

Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

9.4.8.GCA.2:

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.TL.3:

Select appropriate tools to organize and present information digitally.

New Jersey (NJSL) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.

Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

DESIRED RESULTS

Established Goals

In this unit, students will read the novel *Bud, Not Buddy*, with a focus on character development and the author’s use of language. Students will closely interpret figurative language and explain how Bud’s use of figurative language and his word choice affect tone and meaning. Students will analyze Bud’s various rules, what they mean, whether specific rules are meant to help him survive or thrive, and make an inference about where the rule might have originated (in terms of Bud’s experiences). Students will continue their exploration of the idea of “rules to live by” through close reading of real-world examples: speeches. Students will identify Steve Jobs’ “rules to live by” that he articulates in his commencement address at Stanford University and analyze how structure and word choice add to the meaning of Jobs’ ideas. Students will then apply these same skills of analyzing text structure and word choice to the end of unit assessment, in which they read Barack Obama’s Back-to-School Speech.

Transfer

Students will be able to independently use their learning to...develop and communicate their own “rules to live by” using their own life experiences and analyze speeches for meaning.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • figurative language and word choice affects both tone and meaning. • key details of a speech determine the central idea. Sections of a speech contribute to the main idea of the passage. • individual phrases add meaning to a speech and emphasize the main idea. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What are rules to live by? • How do people communicate these “rules”? • How does figurative language and word choice affect the tone and meaning of a text?

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

Acquisition

- LINK's Core Values
- Reading literature and informational texts
- Rules to live by

- Background of the era of the Great Depression

- use evidence from the text to make inferences about Bud.
- determine the meaning of figurative language in Bud, Not Buddy.
- explain how the author's word choice affects tone and meaning in the novel.
- determine the gist of specific paragraphs of the Steve Jobs speech.
- identify the meaning of unfamiliar vocabulary from the context.
- read a speech closely in order to answer text-dependent questions.

- connect the events between two different texts.

Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <ul style="list-style-type: none">• Pre-Assessment• Completed Classwork• Entrance Tickets• Exit Tickets• Mid Unit 1 Assessment• End of Unit 1 Assessment
	Other Evidence: <ul style="list-style-type: none">• Literably Assessments• Small Group Instruction• Reading Conferences• Reader's Notebook• Writing about Reading• Post-it Notes/Annotations• Observations• Partner Talk

Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Reading) instruction will follow the format below:

[Bud, Not Buddy](#) by Christopher Paul Curtis

- Introduction to the Great Depression
- Lesson 1
- Lesson 2
- Lesson 3
- Lesson 4
- Lesson 5 (Mid Unit 1 Assessment)

[Bud, Not Buddy](#) by Christopher Paul Curtis + [Steve Jobs' Stanford University Commencement Speech](#)

- Lesson 6
- Lesson 7
- Lesson 8
- Lesson 9
- Lesson 10
- Lesson 11
- Lesson 12 (End of Unit 1 Assessment Text: [President Barack Obama's 2009 Back to School Speech \(Video\)](#))

Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Notice/Wonder Protocol
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

ATTACHMENTS

Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

 budnotbuddythe book.pdf

 STEVE JOBS, STANFORD UNIVERSITY COMMENCEMENT ADDRESS, 2005

 President Obama's 2009 Back to School Speech

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)