

English Grade 6: 2019-2020 - Edited 6/26/19

Next Gen Standards	Skills/Content	Materials and Resources	Assessments	Timeline
Class Read-Aloud Novel and Introduction to Independent Reading - Literary Analysis Writing				
6R8 6R9 6R2 6R3 W.6.1b W.6.1e W.6.3 W.6.3a SL.6.1a SL.6.1b SL.6.1c	<p>Reading:</p> <ul style="list-style-type: none"> ● Identify significant details and literary elements in text read aloud ● Annotate text to support understanding ● Identify claims, text evidence, and analysis that links evidence to the claim ● Identify character traits/make inferences ● Identify the best possible theme of a story and support it with relevant text evidence. ● Respond to a text read aloud in class ● Evaluate written responses to reading, based on established criteria ● Establish successful independent reading habits ● Evaluate literary elements of books read independently ● Visualize characters and settings ● Identify author’s craft ● Draw conclusions using text evidence ● Identify character development/ traits <p>Writing:</p> <ul style="list-style-type: none"> ● Make a claim and support it with relevant text evidence ● Use precise language and content-specific vocabulary to support a claim ● Cite reliable sources ● Writing about Reading/Literary Analysis ● Identify Perspective ● Make Connections ● Identify Author’s Craft ● Write using details to implement a Main Topic (Theme) 	<p>Read Alouds: <i>Hey World, Here I Am</i> by Jean Little</p> <p>Short Read Selection The BFG (F) Frank O. Genhry: Outside In (NF) The Wonderful Wizard of OZ (F) U.S.A. Bridges and Tunnels (NF) The Red-Headed Leagues (F) Hike the Appalachian Trail (NF) Charles Dickens (F) A Letter from E.B. White (NF)</p> <p>Independent Reading: Student-chosen books from school and classroom libraries.</p> <p>Teacher Resources: <i>Notice and Note Signposts: Strategies for Close Reading</i> by Kyleene Beers and Robert E Probst (Parts 2 and 3)</p> <p><i>A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice</i> by Kate Roberts (Chapters 2 and 5)</p> <p>Narrative Reading Learning Progressions from Units of Study for Teaching Reading with Fountas & Pinnell Benchmark Learning Questions</p> <p>Released Questions and Sample Answers from the New York State 3-8 ELA Exam, EngageNY</p>	<ul style="list-style-type: none"> ● Reading notebook entries ● Constructed responses based on <ul style="list-style-type: none"> ○ Hey World Here I Am ○ Student IR books ● Teacher-Student conferences ● Formative “Ticket Out the Door” questions ● <i>Units of Study in Writing</i> Pre- Assessments ● Literary Analysis Essay based on whole-class read aloud or independent reading book ● Teacher-Student conferences ● Formative “Ticket Out the Door” questions ● Constructed responses based on Student IR books ● Reading notebook entries ● AIMSWEB Testing ● Baseline Reading 	September/ October

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<p>RL6.4 RL6.5 RL6.6 RL6.9 RL6.10</p>	<ul style="list-style-type: none"> • -Writing a literary essay • - Making a claim • - Supporting a claim with relevant text evidence • -Parts of an essay <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Establish protocols to participate in collaborative discussions with peers and adults • Discuss reading with peers <p>Language and Conventions: Make effective choices as a writer about conventions and language: Grammar, Punctuation, Vocabulary</p> <p>Poetry: Writing: Write using figurative language and poetic structure</p> <p>Reading: Recognize figurative language and poetic structure</p>	<p>F&P 1st Twenty Days</p> <p>Poetry selections and other resources</p>	<p>Student-Created Poetry Anthology and Analysis</p>	
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Student Book Clubs

	<p>Reading:</p> <ul style="list-style-type: none"> • Identify significant details and literary elements in text read aloud • Annotate text to support understanding • Identify claims, text evidence, and analysis that links evidence to the claim • Identify character traits/make inferences • Identify the best possible theme of a story and support it with relevant text evidence. • Respond to a text read with peers 	<p>Book Club Options: <i>Crossover</i> by Kwame Alexander <i>Booked</i> by Kwame Alexander <i>Inside Out and Back Again</i> by Thanhha Lai <i>Out of the Dust</i> by Karen Hesse <i>Moo</i> by Sharon Creech <i>Heartbeat</i> by Sharon Creech <i>Smile</i> by Raina Telgemeier <i>El Deafo</i> by Cece Bell <i>Bone</i> by Jeff Smith</p>	<ul style="list-style-type: none"> • Reading notebook entries • Writing About Reading Post Assessment • Constructed responses based on <ul style="list-style-type: none"> ○ Book club books ○ Shared Reading Passages ○ Student IR books • Teacher-Student conferences 	<p>October /November</p>
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	<ul style="list-style-type: none"> ● Evaluate written responses to reading, based on established criteria ● Drawing conclusions using key ideas and details ● Comparing and contrasting key concepts ● Identify the author’s purpose for writing ● Using photos and text to understand meaning ● Identify text structures to determine readers’ interest ● Using text features to understand the text <p>Writing:</p> <ul style="list-style-type: none"> ● Make a claim and support it with relevant text evidence ● Use precise language and content-specific vocabulary to support a claim ● Cite reliable sources ● Writing a literary essay <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Establish protocols to participate in small group discussions with peers and adults ● Discuss reading with peers <p>Language and Conventions: Make effective choices as a writer about conventions and language: Grammar, Punctuation, Vocabulary</p>	<p>Independent Reading: Student-chosen books from school and classroom libraries.</p> <p>Short Read Selections: <u>Bearwalker</u> (F) <u>A Letter from Rachel Carson</u> (NF) <u>A Life Worth Two Pellets</u> (F) <u>Viking Voyages</u> (NF)</p> <p>Teacher Resources: <i>Notice and Note Signposts: Strategies for Close Reading</i> by Kylene Beers and Robert E Probst (Part 2) <i>A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice</i> by Kate Roberts (Chapter 9)</p> <p>Released Questions and Sample Answers from the New York State 3-8 ELA Exam, EngageNY</p> <p>Chapter Grids for discussion groups</p> <p>Thinkmarks for discussion groups</p> <p><i>Scope Magazine</i> articles to read and analyze</p> <p>Short Stories to read and analyze -“Thank You Ma’am” by Langston Hughes -“The Stray” by Cynthia Rylant</p> <p><i>Units of Study in Writing: Unit 2, The Literary Essay: From Character to Compare and Contrast</i></p>	<ul style="list-style-type: none"> ● Formative “Ticket Out the Door” questions ● Literary Analysis Essay based on book clubs ● Reading Check-In 10 Weeks 	
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Class Read Aloud - Brown Girl Dreaming by Jacqueline Woodson / Personal Narrative Writing: Crafting Powerful Life Stories

<p>Writing: -Writing a personal narrative -Utilize the Writing Process -Write to tell a story</p> <p>Language and Conventions: Make choices as a writer about conventions and language: Grammar, Punctuation, Vocabulary</p> <p>Write stories about their own lives</p> <ul style="list-style-type: none"> - Organize ideas - Elaborate on main parts of their narratives - Use appropriate word choice - Incorporate sentence fluency within their essay <p>Reading:</p> <ul style="list-style-type: none"> - Communicate using grade-appropriate conventions of language - Using story events to identify the characters motive - Summarizing to describe main events in the story - Identify key ideas and details that determine the main idea - Using context clues to identify difficult vocabulary - Connect ideas within text to develop deeper understanding - Using text features to understand the text - Identify the author’s purpose for writing - Making inferences regarding main events - Comparing and contrasting key concepts 	<p><i>Read Aloud - <u>Brown Girl Dreaming</u></i></p> <p>Short Read Selection: <u>Theseus and the Minotaur</u> (F) <u>Conservation as a National Duty</u> (NF) <u>Adapted from Oliver Twist</u> (F) <u>The Journal of Meriwether Lewis</u> (NF) <u>The Case of the Missing Marquess</u> (F) <u>Just How Smart Are Animals?</u> (NF) <u>Tuck Everlasting</u> (F)</p> <p>Independent Reading: Student-chosen books from school and classroom libraries.</p> <p>Teacher Resources: <i>Notice and Note Signposts: Strategies for Close Reading</i> by Kyleene Beers and Robert E Probst (Parts 2 and 3) Student Created Heart to choose an idea for Personal Narrative</p> <p><i>A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice</i> by Kate Roberts (Chapters 2 and 5)</p> <p>Narrative Reading Learning Progressions from Units of Study for Teaching Reading with Fountas & Pinnell Benchmark Learning Questions</p> <p>Released Questions and Sample Answers from the New York State 3-8 ELA Exam, EngageNY</p>	<ul style="list-style-type: none"> ● <i>Units of Study in Writing</i> Pre- and Post Assessments ● Personal Narrative ● Teacher-Student conferences ● Formative “Ticket Out the Door” questions ● Constructed responses based on Student IR books ● Reading notebook entries <ul style="list-style-type: none"> ● Reading Check-In 20 Weeks 	<p>December/ January</p>
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English Grade 6: 2019-2020 - Edited 6/26/19

	<ul style="list-style-type: none"> - Identify author’s craft to visualize what is read - Identifying the setting and how it relates to the story - Determining problems that characters face and their solutions - Making inferences to determine the characters point of view 			
<p>On-Demand Reading and Writing - Class Novel: Seedfolks by Paul Fleischman Poetry Mini-Unit</p>				
<p>RL6.4 RL6.5 RL6.6 RL6.9 RL6.10</p>	<p>Poetry:</p> <p>Writing: Write using figurative language and poetic structure.</p> <p>Reading: Recognize figurative language and poetic structure.</p>	<p>Poetry selections and other resources</p>	<p>Student-Created Poetry Anthology and Analysis</p>	<p>January/ February</p>
<p>W.6.1, RL.6.10, RI.6.10</p>	<p>Evaluate and grade example 2 point responses (State released questions and responses)</p> <ul style="list-style-type: none"> -Identify claims, text evidence, and analysis that links evidence to the claim -Determine how the setting of a story affects its theme -Write successful 2 point response 	<ul style="list-style-type: none"> - Annotated NYS Test Questions -Released Questions and Sample Answers from the New York State 3-8 ELA Exam, EngageNY <p>Short Read Selections: How Surfers Catch a Wave (NF) Max the Mighty (F) What Killed the Dinosaurs? (NF) Fighting Crime (NF) The Son of Neptune (F) Angel Falls (NF)</p>		

Theme Unit: What is Teen Activism?

Class Novel: Seedfolks by Paul Fleischman - Research-Based Information Writing

<p>W.6.1, W.6.6 W.6.8, W.6.9a W.6.9b</p>	<ul style="list-style-type: none"> - Persuasive essay writing - Making a claim/argument - Supporting claim with text evidence - Reinforce grammar and writing skills -Introduce different purposes for writing (Persuade, Inform, Explain) - -Infer meanings of new terms in a foreign culture based on prior experiences and context -Identify literary devices authors use to persuade <p>Reading:</p> <ul style="list-style-type: none"> -Identify repetition and the purpose -Using context clues to determine the meaning of key vocabulary terms -Identify the author’s purpose for writing -Comparing and contrast key concepts -Identifying events that take place within the story -Determining main events that occur and the effects they have on the characters -Determining the author’s point of view to determine character's thoughts and actions -Making predictions to determine characters relationships 	<p><i>Units of Study in Writing: Unit 3 - Research-Based Informational Writing/Argument</i></p> <p><u>Seedfolks</u>, by Paul Fleischman</p> <ul style="list-style-type: none"> - Scholastic SCOPE articles - Informational texts and articles about teen activism <p>-Graphic Organizers</p> <p>Short Read Selection:</p> <p><u>Dracula</u> (F)</p> <p><u>What is an American?</u> (NF)</p> <p><u>The Revolution of Evelyn Serrano</u> (F)</p>	<p><i>Units of Study in Writing Pre- and Post Assessments</i></p> <p>Final Exam - Seedfolks Excerpt with comprehension questions/essay.</p> <p>-Conferring and small group instruction to support individual reader needs</p> <p>-Reading Check-In 30 Weeks</p>	<p>March/ April</p>
		<p>Student Book Clubs</p>		
<p>RL6.1 RL6.2 RL6.3 RL6.4</p>	<p>Reading:</p> <ul style="list-style-type: none"> ● Identify significant details and literary elements in text read aloud ● Annotate text to support understanding ● Identify claims, text evidence, and analysis that links evidence to the claim ● Identify character traits/make inferences 	<p>Book Club Options: (Books not used from previous Book Clubs)</p> <p><i>Crossover</i> by Kwame Alexander</p> <p><i>Booked</i> by Kwame Alexander</p> <p><i>Inside Out and Back Again</i> by Thanhha Lai</p> <p><i>Out of the Dust</i> by Karen Hesse</p> <p><i>Moo</i> by Sharon Creech</p> <p><i>Heartbeat</i> by Sharon Creech</p>	<ul style="list-style-type: none"> ● Reading notebook entries ● Constructed responses based on <ul style="list-style-type: none"> ○ Book club books ○ Shared Reading Passages ○ Student IR books 	<p>May/June</p>

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<ul style="list-style-type: none"> ● Identify the best possible theme of a story and support it with relevant text evidence. ● Respond to a text read with peers ● Evaluate written responses to reading, based on established criteria ● ...new skills based on book club books ● ...skills from Reading Cycles ● ...books read independently ● Use text to determine claim and support with details ● Make inferences while reading ● Identifying the setting and how it relates to the story ● Determining the author’s point of view to determine character’s thoughts and actions ● Using context clues to determine the meaning of key vocabulary terms ● Determining problems that characters face and their solutions ● Identify conflicts characters face and how this affects the story ● Using text features to understand the text ● Identify key ideas and details that determine the main idea ● Identify author’s craft to visualize what is read ● Draw conclusions to identify changes made throughout the story ● Identify text structures to determine readers’ interest ● Comparing and contrasting key concepts ● Using text features to identify the author’s purpose ● Read non-fiction texts to determine importance and find information <p>Writing:</p> <ul style="list-style-type: none"> ● Make a claim and support it with relevant text evidence 	<p><i>Smile</i> by Raina Telgemeier <i>El Deafo</i> by Cece Bell <i>Bone</i> by Jeff Smith Book Room Options</p> <p>Independent Reading: Student-chosen books from school and classroom libraries.</p> <p>Short Read Selections: <u>Bone Dance</u> (F) <u>Foods With a Difference</u> (NF) <u>kira-kira</u> (F) <u>Where the Red Fern Grows</u> (F) <u>The Volcano That Shook the World</u> (NF) <u>Out of the Dust</u> (F)</p> <p>Teacher Resources: <i>Notice and Note Signposts: Strategies for Close Reading</i> by Kylene Beers and Robert E Probst (Part 2)</p> <p><i>A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice</i> by Kate Roberts (Chapter 9)</p> <p>Released Questions and Sample Answers from the New York State 3-8 ELA Exam, EngageNY</p> <p>Chapter Grids for discussion groups</p> <p>Thinkmarks for discussion groups</p>	<ul style="list-style-type: none"> ● Teacher-Student conferences <ul style="list-style-type: none"> ● Formative “Ticket Out the Door” questions ● Literary Analysis Essay/Project based on book clubs ● AIMSWEB Testing ● Final Reading Check-In 	
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