

**6th Grade**  
**Unit 1**

<b>Cycles of Learning</b>				
<i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<b>6.W.3.1 &amp; 6.W.4</b> Aug. 10- Oct. 7 (40 Days)	<b><u>Cycle 1</u></b> ARC WEEK 1 & 2	Aug. 10- Aug. 29 (14 days)	Procedures and Etiquette (establish routines) <b>NWEA (BOY)- Aug. 29th</b> <i>IRLA testing begins no later than September 12th</i> 6.RL.2.1	6.RV.3.1
	<b><u>Cycle 2</u></b> ARC WEEK 3 & 4	Aug. 30 - Sept. 19 (14 days)	6.RL.2.1 6.RV.2.1	
	<b><u>Cycle 3</u></b> ARC WEEK 5 & 6	Sept. 20- Oct. 7 (14 days)	6.RN.2.1 6.RV.2.1	
<p>*Units are allotted using instructional days, not quarters. Unit 4, which includes ILEARN, will begin during quarter 3. *150 teaching days + 30 review days = 180 Total</p>				

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

# Cycle 1

## **General Description of the Unit**

Procedures and Etiquette (establish routines)

The Unit is set aside to launch the literacy block and set up the class reading community, procedures and expectations.

**IRLA** (Sept. 12-Sept. 23) via conference

## **Priority Standards**

Procedures (in class), Procedures (e-learning), video chat expectations and etiquette

*IRLA (Sept. 12-Sept. 23rd)*

**6.RL.2.1:** Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.

## **Reading Expectations**

- Read for a sustained 15 minutes
- Students will use close reading strategies for deeper comprehension.

## **Supporting Standards**

- **6.RL.2.3:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
- **6.RV.3.1:** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

## **Writing Focus**

- **6.W.3.1:** Write arguments in a variety of forms that-
  - Introduce claims(s), using strategies such as textual analysis, comparison/contrast and cause/effect.
  - Use an organizational structure to group related ideas that support the argument.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Establish and maintain a consistent style and tone appropriate to purpose and audience.
  - Use appropriate transitions that enhance the progression of the text and clarify the relationships among claims(s) and reasons.
  - Provide a concluding statement or section that follows from the argument presented.

## **Writing Expectations**

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Establish routines and relationships to sustain writing culture. (Week 1)
- Sustain 15 minutes of independent writing. (Week 2)
- Collect baseline writing samples. (Week 1)
- Establish routines of writing workshop. (Week 1)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (All Unit)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (All Unit)

<ul style="list-style-type: none"> <li>● <b>6.W.4:</b> Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative- <ul style="list-style-type: none"> <li>○ Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul> </li> </ul>	<a href="#">6th Grade Writing Rubrics</a>	
<p><b>Proficiency Scales</b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>	<p><b>Assessments</b>  IRLA (VIA ONLINE CONFERENCE)  NWEA-In person  <i>Benchmark Writing - Constructed Response</i>  Reading Survey  Reader Engagement</p>	
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Readers know that sometimes authors do not say things explicitly, and the reader must make inferences in order to fully understand the story.</li> <li>● Readers know to recognize character traits at the beginning of a novel in order to trace a character’s development throughout.</li> <li>● Readers can analyze the relationship between words to understand how they contribute to the development of the text.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is Reading and why does it matter?</li> <li>● What is Reading Engagement and Why does it matter?</li> <li>● What are your current reading preferences or interests?</li> <li>● What is proficient reading?</li> </ul>	
<p><b>Key Concepts</b>  <b>6.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● I can identify what is explicitly stated in a text.</li> <li>● I can make inferences based on textual evidence.</li> <li>● I can find textual evidence to support my inferences.</li> <li>● I can identify and quote passages from a text to support my response.</li> </ul>	<p><b>Related Concepts</b>  <b>6.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● I can explain how a plot unfolds in a series of episodes.</li> <li>● I can explain how the characters respond or change as the story advances toward a resolution.</li> </ul> <p><b>6.RV.3.1</b></p> <ul style="list-style-type: none"> <li>● I can determine the connotation of words and phrases used in a work of literature.</li> </ul>	<p><b>Vocabulary</b>  <b>6.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● analyze</li> <li>● cite</li> <li>● explicit</li> <li>● inference</li> <li>● textual evidence</li> </ul> <p><b>6.W.3.1</b></p> <ul style="list-style-type: none"> <li>● argument</li> <li>● audience</li> <li>● claim</li> </ul>

<p><b>6.W.3.1</b></p> <ul style="list-style-type: none"> <li>● I can write arguments in a variety of forms.</li> <li>● I can introduce claims using strategies such as textual analysis, comparison and contrast, and cause and effect.</li> <li>● I can use an organizational structure to group related ideas that support the argument.</li> <li>● I can support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of a topic or text.</li> <li>● I can establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● I can use appropriate transitions that enhance the progression of the text and clarify the relationships between claims and reasons.</li> <li>● I can provide a concluding statement or section that follows from the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>● I can determine the meaning of figurative language in a work of literature.</li> <li>● I can analyze the impact of a specific word choice on the meaning and tone of a work of literature.</li> </ul>	<ul style="list-style-type: none"> <li>● conclusion</li> <li>● credible</li> <li>● evidence</li> <li>● introduction</li> <li>● organizational structure</li> <li>● purpose</li> <li>● reasoning</li> <li>● sources</li> <li>● style</li> <li>● tone</li> <li>● transitions</li> </ul> <p><b>6.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● character</li> <li>● episode</li> <li>● narrative</li> <li>● plot</li> <li>● resolution</li> </ul> <p><b>6.RV.3.1</b></p> <ul style="list-style-type: none"> <li>● connotation</li> <li>● denotation</li> <li>● figurative language</li> <li>● hyperbole</li> <li>● idioms</li> <li>● tone</li> <li>● metaphor personification</li> <li>● simile</li> </ul>
<b><u>Resources</u></b>		
<p style="text-align: center;"><b><u>ARC Resources</u></b></p> <ul style="list-style-type: none"> <li>● Found by Margaret Haddix (Core Fictional Text)</li> <li>● ARC Literacy Lab Text</li> <li>● Gone Missing (Core Informational Text)</li> <li>● Classroom Library: 8 Reading Levels</li> <li>● Reading Survey</li> </ul>		

- Status of Class Chart
- CCSS RL.2 Practice Thinking Map
- RL.2. Practice Rubric

**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

***Academic Vocabulary/ Grammar***

**Latin and Greek Roots**

Arist- excellence  
 Aut, auto- self  
 Bene- good, well  
 Civ- citizen  
 Cracy, crat- rule, government  
 Crit- judge, separate

**Grammar Focus**

**4 Types of Sentences**  
**Subjects and predicates**  
**-Capitalization and punctuation review**

# Cycle 2

## **General Description of the Unit**

Students will determine central ideas, themes, analyze their development, and summarize key supporting details and ideas. Students will also use context clues to determine meaning. **100 Book Challenge Begins Confirm IRLA LEVELS THIS WEEK**

### **Priority Standards**

- **6.RL.2.1:**Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.

### **Reading Expectations**

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

### **Supporting Standards**

- **6.RL.2.2:** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
- **6.RL.2.3:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
- **6.RV.2.1:** Use context to determine or clarify the meaning of words or phrases.

### **Writing Focus**

- **6.W.3.1:** Write arguments in a variety of forms that-
  - Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.
  - Use an organizational structure to group related ideas that support the argument.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Establish and maintain a consistent style and tone appropriate to purpose and audience.
  - Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.
  - Provide a concluding statement or section that follows from the argument presented.
- **6.W.4:** Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative-

### **Writing Expectations**

- Summarize articles or text. (This will support RACES strategy - the final S)
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Become “word conscious”: making word choices to intentionally impact meaning and tone. (Week 4)
- Establish routines of writing workshop. (Week 3)
- [6th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>○ Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>	
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<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>
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<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>● IRLA</li> <li>● Writing Rubrics</li> </ul> <p><a href="#">6.RL.2.1 Formative Assessment</a></p>
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<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Good readers recognize that there is often a difference between what a text means literally and what can be inferred. It is important to support your inferences with evidence.</li> <li>● Words are used differently for different purposes in order to convey meaning.</li> <li>● Similar themes emerge across multiple literary works of both fiction and nonfiction.</li> <li>● Writers use strategies over and over to successfully communicate their ideas.</li> </ul>
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<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● Why does vocabulary matter?</li> <li>● How do specific word choices shape meaning and tone?</li> <li>● Why did the author end the chapter that way? What would you have done differently if you were the author?</li> <li>● How can you benefit from learning about someone’s experiences?</li> <li>● What evidence supports your inference?</li> </ul>
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<p><b><u>Key Concepts</u></b></p> <p><b>6.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● I can identify what is explicitly stated in a text.</li> <li>● I can make inferences based on textual evidence.</li> <li>● I can find textual evidence to support my inferences.</li> <li>● I can identify and quote passages from a text to support my response.</li> </ul> <p><b>6.W.3.1</b></p>
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<p><b><u>Related Concepts</u></b></p> <p><b>6.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● I can determine the theme or central idea of a work of literature.</li> <li>● I can use evidence to support my determination of a work of literature's theme or central idea.</li> <li>● I can summarize a work of literature.</li> </ul> <p><b>6.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● I can explain how a plot unfolds in a series of episodes.</li> </ul>
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<p><b><u>Vocabulary</u></b></p> <p><b>6.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● analyze</li> <li>● cite</li> <li>● explicit</li> <li>● inference</li> <li>● textual evidence</li> </ul> <p><b>6.W.3.1</b></p> <ul style="list-style-type: none"> <li>● argument</li> <li>● audience</li> <li>● claim</li> <li>● conclusion</li> </ul>
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<ul style="list-style-type: none"> <li>● I can write argumentatives in a variety of forms.</li> <li>● I can introduce claims using strategies such as textual analysis, comparison and contrast, and cause and effect.</li> <li>● I can use an organizational structure to group related ideas that support the argument.</li> <li>● I can support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of a topic or text.</li> <li>● I can establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● I can use appropriate transitions that enhance the progression of the text and clarify the relationships between claims and reasons.</li> <li>● I can provide a concluding statement or section that follows from the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain how the characters respond or change as the story advances toward a resolution.</li> </ul> <p><b>6.RV.2.1</b></p> <ul style="list-style-type: none"> <li>● I can use context to determine the meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● credible</li> <li>● evidence</li> <li>● introduction</li> <li>● organizational structure</li> <li>● purpose</li> <li>● reasoning</li> <li>● sources</li> <li>● style</li> <li>● tone</li> <li>● transitions</li> </ul> <p><b>6.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● central idea</li> <li>● plot</li> <li>● summary</li> <li>● textual evidence</li> <li>● theme</li> </ul> <p><b>6.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● character</li> <li>● episode</li> <li>● narrative</li> <li>● plot</li> <li>● resolution</li> </ul> <p><b>6.RV.2.1</b></p> <ul style="list-style-type: none"> <li>● connotation</li> <li>● context</li> <li>● denotation</li> </ul>
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**Resources**

**ARC Resources**

- Found by Margaret Haddix (Core Fictional Text)
- ARC Literacy Lab Text
- Gone Missing (Core Informational Text)
- Classroom Library: 8 Reading Levels



- Reading Logs (100 Book Challenge)
- 100 Book Challenge
- Top 12 roots page (page 172)
- Fifteen common prefixes page (page 173)
- Key suffixes page (page 174)
- Figurative Language page (page 210 and 211)

**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**



# 8 Parts of Speech

**NOUN**

A **noun** names a person, place, things or idea.

**Examples**

*dog, cat, horse, student, teacher, apple, Mary and etc...*

**ADVERB**

An **adverb** tells how often, how, when, where. It can describe a verb, an adjective or an adverb.

**Examples**

*loudly, always, never, late, soon etc...*

**VERB**

A **verb** is a word or group of words that describes an action, experience.

**Examples**

*realize, walk, see, look, sing, sit, listen and etc...*

**ADJECTIVE**

An **adjective** describes a noun or pronoun.

**Examples;** red, tall, fat, long, short, blue, beautiful, sour, bitter and etc...

**PREPOSITION**

A **preposition** is used before a noun, pronoun, or gerund to show place, time, direction in a sentence.

**Examples**

*at, in, on, about, to, for, from and etc...*

**CONJUNCTION**

**Conjunctions** join words or groups of words in a sentence.

**Examples;** and, because, yet, therefore, moreover, since, or, so, until, but and etc...

**PRONOUN**

**Pronouns** replace the name of a person, place, thing or idea in a sentence.

**Examples**

*he, she, it, we, they, him, her, this ,that and etc...*

**INTERJECTION**

**Interjections** express strong emotion and is often followed by an exclamation point.

**Examples**

*Bravo! Well! Aha! Hooray! Yeah! Oops! Phew!*



[www.englishstudyhere.com](http://www.englishstudyhere.com)

**Academic Vocabulary/ Grammar**

**Latin and Greek Roots**

Dem, demo- people  
 Dict- say, speak  
 Eu- good, well  
 Ism- system

**Grammar**

**Parts of Speech**

**Nouns, pronouns, verbs, and adverbs**

Jud- judge Lab- work Lib- free	
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# Cycle 3

## **General Description of the Unit:**

Students will write a Textual Analysis Argument about the theme of the Core Novel, develop home reading routines, and take arguments about texts through the writing process to publication. Power goals will be assigned to students and students will be familiar with what their power goals are.

## **Priority Standards**

- **6.RL.2.2:** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
- **6.RV.2.1:** Use context to determine or clarify the meaning of words or phrases.

## **Reading Expectations**

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

## **Supporting Standards**

- **6.RL.3.1:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.
- **6.RL.3.2:** Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

## **Writing Focus**

- **6.W.3.1:** Write arguments in a variety of forms that-
  - Introduce claims(s), using strategies such as textual analysis, comparison/contrast and cause/effect.
  - Use an organizational structure to group related ideas that support the argument.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Establish and maintain a consistent style and tone appropriate to purpose and audience.
  - Use appropriate transitions that enhance the progression of the text and clarify the relationships among claims(s) and reasons.
  - Provide a concluding statement or section that follows from the argument presented.

## **Writing Expectations**

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACES strategy](#)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- [6th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>● <b>6.W.4:</b> Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative- <ul style="list-style-type: none"> <li>○ Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul> </li> </ul>		
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Writing rubrics</li> <li>● Final Project</li> <li>● <a href="#">6.RL.2.2 Formative Assessment</a></li> </ul>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Writers engage in a process of revision and refinement in order to improve their writing.</li> <li>● Writers channel their thoughts, feelings, and emotions into their writing.</li> <li>● Authors reveal the theme of a story through key details and events.</li> <li>● Effective reading involves determining the meaning of unknown words.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● Can you make and support claims about an author’s theme/message using evidence from the text? (RACE STRATEGY)</li> <li>● Why is summarizing an important skill?</li> <li>● How can you connect the text to yourself?</li> </ul>	
<p><b><u>Key Concepts</u></b>  <b>6.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● I can determine the theme or central idea of a work of literature.</li> <li>● I can use evidence to support my determination of a work of literature's theme or central idea.</li> <li>● I can summarize a work of literature.</li> </ul>	<p><b><u>Related Concepts</u></b>  <b>6.RL.3.1</b></p> <ul style="list-style-type: none"> <li>● I can analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a work of literature.</li> <li>● I can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.</li> </ul> <p><b>6.RL.3.2</b></p>	<p><b><u>Vocabulary</u></b>  <b>6.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● central idea</li> <li>● plot</li> <li>● summary</li> <li>● textual evidence</li> <li>● theme</li> </ul> <p><b>6.RV.2.1</b></p> <ul style="list-style-type: none"> <li>● connotation</li> <li>● context</li> <li>● denotation</li> </ul>

**6.RV.2.1**

- I can use context to determine the meaning of words and phrases.

**6.W.3.1**

- I can write argumentatives in a variety of forms.
- I can introduce claims using strategies such as textual analysis, comparison and contrast, and cause and effect.
- I can use an organizational structure to group related ideas that support the argument.
- I can support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of a topic or text.
- I can establish and maintain a consistent style and tone appropriate to purpose and audience.
- I can use appropriate transitions that enhance the progression of the text and clarify the relationships between claims and reasons.
- I can provide a concluding statement or section that follows from the argument presented.

- I can explain how an author develops the point of view of the narrator or speaker in a work of literature.
- I can explain how the narrator or speaker impacts the mood, tone, and meaning of a text.

**6.W.3.1**

- argument
- audience
- claim
- conclusion
- credible
- evidence
- introduction
- organizational structure
- purpose
- reasoning
- sources
- style
- tone
- transitions

**6.RL.3.1**

- analyze
- characterization
- plot
- scene
- setting
- stanza
- theme

**6.RL.3.2**

- mood
- narrator
- point of view
- speaker
- tone

## Resources

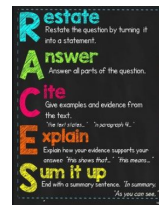
### ARC Resources

- Found by Margaret Haddix (Core Fictional Text)
- ARC Literacy Lab Text
- Gone Missing (Core Informational Text)
- Classroom Library: 8 Reading Levels
- CCSS.W.1 RUBRIC: Textual Analysis Argument (page 246)
- Characters in Conflict Create Theme (Graphic Organizer page 247)
- CCSS RL2.3 Thinking Map (page 248)
- Evidence of a Textual Analysis Argument (page 252)
- Powerful Language organizer (page 258 and 259)
- Editing organizer (page 268 and 269) There is a skills card for this.
- Conferencing schedule (page 271) or create your own online form.
- Small Group Power Goal Instruction (page 281, 282, 283)
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### Fiction Texts

### Nonfiction Texts

### Media, Music, Art, and other Resources



## Academic Vocabulary/ Grammar

### Latin and Greek Roots

Mal- bad, not well  
Ment- mind  
Ortho- straight  
Para- beside, along side of  
Pol- city  
Prim- first  
Serv- save, serve

### Grammar

#### Parts of Speech

**Adjectives, prepositions, conjunctions, and interjections.**

**6th Grade**  
**Unit 2**

<b>Cycles of Learning</b> <i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<b>6.W.3.2 &amp; 6.W.4</b> Oct. 10- Dec. 16 (42 Days)	<b><u>Cycle 4</u></b> ARC Week 1,2, and 3	Oct. 10- Oct. 31 (14 days)	<b>NWEA (MOY)- Nov. 28th</b> 6.RN.2.2	6.RN.2.3 6.RV.3.2 6.RN.3.1 6.ML.1 6.RN.3.2 6.RV.3.3
	<b><u>Cycle 5</u></b> ARC Week 4,5 and 6	Nov. 1 - Nov. 28 (14 days)	6.W.6.1e Heavily assessed on ILEARN	
	<b><u>Cycle 6</u></b> Week 7, 8, and 9	Nov. 29- Dec. 16 (14 days)	6.RN.3.3	

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).





# Cycle 4

## General Description of the Unit

By the end of this Unit, students will have moved IRLA levels and demonstrated beginning expertise in both informational text and the Unit content by producing well-researched informational text in Geology.

## Priority Standards

- **6.RN.2.2:** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

## Reading Expectations

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

## Writing Focus

- **6.W.3.2:** Write informative compositions in a variety of forms that-
  - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - Establish and maintain a style appropriate to purpose and audience.
  - Provide a concluding statement or section that follows from the information or explanation presented.
- **6.W.4:** Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative-

## Supporting Standards

- **6.RN.2.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **6.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.

## Writing Expectations Research Questions 1,2,3, and 4

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACES strategy](#).
- Model 5 point rubric (Week 1 Day 1) and how to write a 5 point essay.
- Independent writing for 20-30 minutes
- Central idea and key details (use graphic organizer on page 80 and 81)
- Collaborative writing
- Editing
- Sequencing
- Model 6 point rubric
- Cause and Effect graphic organizer (page 128 and 129)

[6th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>○ Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>		
<p><b>Proficiency Scales</b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>	<p><b>Assessments</b>          Pre-assessment (core informational text)          5 Point Response          FPO's (Final Project Organizer)  <a href="#">6.RN.2.2 Formative Assessments</a></p>	
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Authors craft their sentences and paragraphs to convey their approach to a topic.</li> <li>● As you grow and change as a reader and writer, your perspectives and purposes change.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do graphic organizers help you understand your thoughts as a reader and a writer?</li> <li>● How do text features help you unlock the meaning of a text?</li> </ul> <p style="text-align: center;"><u>ARC Geology Research Questions</u></p> <ul style="list-style-type: none"> <li>● Describe the geological process/product (R.Q. 1)</li> <li>● Diagram the layers of the Earth. How is this process/product produced by the rock cycle and/or interactions among the layers of the Earth? (R.Q. 2)</li> <li>● Explain the theory of plate tectonics. How does plate tectonics #3 impact where this process/product is most likely to be located? (R.Q. 3)</li> <li>● Create a timeline showing Earth's history in geologic time. How is the concept of geologic time important to geology and your process/product? (R.Q. 4)</li> <li>● Write informative compositions in a variety of forms.</li> </ul>	
<p><b>Key Concepts</b>  <b>RN.2.1</b></p> <ul style="list-style-type: none"> <li>● I can identify what is explicitly stated in a text.</li> </ul>	<p><b>Related Concepts</b>  <b>6.RN.2.3</b></p> <ul style="list-style-type: none"> <li>● I can analyze how key individuals, events, and ideas are presented in a nonfiction text.</li> </ul>	<p><b>Vocabulary</b>  <b>6.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● central idea</li> <li>● cite</li> <li>● explicit</li> </ul>

- I can make inferences based on textual evidence.
- I can find textual evidence to support my inferences.
- I can identify and quote passages from a text to support my response.

**6.W.3.2**

- I can write informative compositions in a variety of forms.
- I can write an introduction.
- I can organize ideas, concepts, and information.
- I can develop the topic with relevant facts, definitions, concrete details, quotations, or examples from other sources and texts.
- I can use appropriate transitions.
- I can include formatting, graphics, and multimedia when useful.
- I can choose language and content specific vocabulary that express ideas precisely and concisely.
- I can recognize and eliminate wordiness and redundancy.
- I can establish and maintain a style appropriate to my purpose and audience.
- I can write a conclusion

- I can analyze how ideas or events are illustrated and elaborated in a nonfiction text.

**6.RV.3.2**

- I can determine the meaning of words and phrases in nonfiction texts.
- I can determine figurative, connotative, and technical meanings of words and phrases in a nonfiction text.

- inference
- main idea
- textual evidence

**6.W.3.2**

- audience
- conclusion
- concise
- evidence
- informational
- introduction
- multimedia
- purpose
- redundant
- style
- tone
- transition

**6.RN.2.3**

- analyze
- anecdote
- elaborate
- illustrate
- inference

**6.RV.3.2**

- connotation
- figurative language

**Resources**

**ARC Resources**

- IRLA Toolkits
- School Pace
- Informational Research Lab
- Core Text/Exemplar
- Anchor Titles
- Final Project Research Organizers (FPO's)
- Research Cards
- Informational Cards

**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

**Academic Vocabulary/ Grammar**

**Figurative Language**  
**Simile, Metaphor, and Hyperbole**

# Cycle 5

## **General Description of the Unit**

By the end of this Unit, students will have moved IRLA levels and demonstrated beginning expertise in both informational text and the Unit content by producing well-researched informational text in Geology.

## **Priority Standards**

- **6.W.6.1e** : Demonstrate command of English grammar and usage, focusing on: Usage –Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.

## **Reading Expectations**

- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

## **Writing Focus**

- **6.W.3.2**: Write informative compositions in a variety of forms that-
  - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## **Supporting Standards**

- **6.RN.4.2**: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
- **6.RN.4.3**: Compare and contrast one author’s presentation of events with that of another.

## **Writing Expectations Research Questions 5, 6, and 7**

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACES strategy](#).
- Set focus, model, and independent writing
- Students write for 20-30 minutes
- Continue with research questions
- Collaborative writing (assign partners through Google Docs and have them revise and assist in improving their writing).
- Problem and Solution (pages 158 and 159)
- 6 point rubric (partner work)
- Central idea and key details graphic organizers

[6th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>○ Establish and maintain a style appropriate to purpose and audience.</li> <li>○ Provide a concluding statement or section that follows from the information or explanation presented.</li> <li>● <b>6.W.4:</b> Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative- <ul style="list-style-type: none"> <li>○ Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul> </li> </ul>	
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<p><b>Proficiency Scales</b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>
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<p><b>Assessments</b>  FPO's</p>
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<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Expert readers integrate all aspects of text to develop coherent understandings of a topic or issue.</li> <li>● Good informational texts have clear and relatable graphics and charts to establish coherent understanding of topics.</li> <li>● Authors include details to shape a text's central idea.</li> </ul>
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<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What are the qualities of a simple sentence?</li> <li>● What are the qualities of a compound sentence?</li> <li>● What are the qualities of a complex sentence?</li> <li>● What is similar between a simple sentence and a compound-complex sentence?</li> </ul> <p style="text-align: center;"><u>ARC Geology Research Questions</u></p> <ul style="list-style-type: none"> <li>● Draw a diagram of the Earth's systems. How does this process/product impact each of the systems? (R.Q. 5)</li> </ul>
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<p><b>Key Concepts</b>  <b>6.W.6.1e</b></p> <ul style="list-style-type: none"> <li>● I can write simple, compound, complex, and compound-complex sentences.</li> </ul>
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<p><b>Related Concepts</b>  <b>6.RN.4.2</b></p> <ul style="list-style-type: none"> <li>● I can integrate information presented in different media.</li> <li>● I can use information presented in different media to demonstrate a</li> </ul>
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<p><b>Vocabulary</b>  <b>6.W.6.1e</b>  <b>appositive</b>  <b>clause</b>  <b>conjunction</b>  <b>compound sentence</b>  <b>complex sentence</b></p>
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<ul style="list-style-type: none"> <li>● I can recognize sentence fragments and run-ons.</li> </ul> <p><b>6.RN.2.2</b></p> <ul style="list-style-type: none"> <li>● I can identify the central idea of a nonfiction text.</li> <li>● I can determine how a central idea develops over the course of a nonfiction text.</li> <li>● I can objectively summarize a nonfiction text.</li> </ul> <p><b>6.W.3.2</b></p> <ul style="list-style-type: none"> <li>● I can write informative compositions in a variety of forms.</li> <li>● I can write an introduction.</li> <li>● I can organize ideas, concepts, and information.</li> <li>● I can develop the topic with relevant facts, definitions, concrete details, quotations, or examples from other sources and texts.</li> <li>● I can use appropriate transitions.</li> <li>● I can include formatting, graphics, and multimedia when useful.</li> <li>● I can choose language and content specific vocabulary that express ideas precisely and concisely.</li> <li>● I can recognize and eliminate wordiness and redundancy.</li> <li>● I can establish and maintain a style appropriate to my purpose and audience.</li> <li>● I can write a conclusion</li> </ul>	<p>coherent understanding of a topic or issue.</p> <p><b>6.RN.4.3</b></p> <ul style="list-style-type: none"> <li>● I can compare and contrast one author's presentation of events to another.</li> </ul>	<p><b>compound-complex sentence</b>  <b>run-on sentence</b>  <b>sentence fragment</b>  <b>simple sentence</b></p> <p><b>6.RN.2.2</b></p> <ul style="list-style-type: none"> <li>● central idea</li> <li>● determine</li> <li>● objective</li> <li>● summary</li> </ul> <p><b>6.W.3.2</b></p> <ul style="list-style-type: none"> <li>● audience</li> <li>● conclusion</li> <li>● concise</li> <li>● evidence</li> <li>● informational</li> <li>● introduction</li> <li>● multimedia</li> <li>● purpose</li> <li>● redundant</li> <li>● style</li> <li>● tone</li> <li>● transition</li> </ul> <p><b>6.RN.4.2</b></p> <ul style="list-style-type: none"> <li>● integrate</li> <li>● media</li> </ul> <p><b>6.RN.4.3</b></p> <ul style="list-style-type: none"> <li>● compare</li> <li>● contrast</li> </ul>
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<b><u>Resources</u></b>		
<b><u>ARC Resources</u></b>		
<ul style="list-style-type: none"> <li>● IRLA Toolkits</li> <li>● School Pace</li> <li>● Informational Research Lab</li> <li>● Core Text/Exemplar</li> <li>● Anchor Titles</li> <li>● Final Project Research Organizers (FPO's)</li> <li>● Research Cards</li> <li>● Informational Cards</li> </ul>		
<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
<b><u>Academic Vocabulary/ Grammar</u></b>		
	<b><u>Figurative Language</u></b>  <b>Personification, Alliteration, Onomatopoeia</b>	



# Cycle 6

## **General Description of the Unit**

By the end of this Unit, students will have moved IRLA levels and will demonstrate beginning expertise in both informational text and the Unit content by producing well-researched informational text in Geology.

### **Priority Standards**

- **6.RN.3.3:** Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.

### **Reading Expectations**

- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

### **Supporting Standards**

- **RN.2.1:** Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.
- **6.RV.2.1:** Use context to determine or clarify the meaning of words or phrases.

### **Writing Focus**

- **6.W.3.2:** Write informative compositions in a variety of forms that-
  - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - Establish and maintain a style appropriate to purpose and audience.
  - Provide a concluding statement or section that follows from the information or explanation presented.

### **Writing Expectations**

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACES strategy](#).
- Set focus, model, and independent writing
- Students write for 20-30 minutes
- Continue with research questions
- Collaborative writing (assign partners through Google Docs and have them revise and assist in improving their writing).
- Problem and Solution (pages 158 and 159)
- 6 point rubric (partner work)
- Central idea and key details graphic organizers

[6th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>● <b>6.W.4:</b> Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative- <ul style="list-style-type: none"> <li>○ Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul> </li> </ul>	
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<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  FPO's  Final Project  <i>Benchmark Writing - Constructed Response (This will occur at the opposite time of iReady Diagnostic.)</i>  <a href="#">6.RN.3.3 Formative Assessment</a></p>
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<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● An author's use of multiple points of view helps the reader determine the mood and tone of a text.</li> <li>● Using context will help to support the meaning behind words and phrases in a text.</li> <li>● Details in nonfiction and fiction texts help the central idea emerge.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● In what ways are environmental issues debatable?</li> <li>● In what ways does society rely on products of the earth? (R.Q. 6- rephrased for students)</li> <li>● How is the process/product harmful or helpful to people and animals? (R.Q. 7- rephrased for students)</li> <li>● How has your local environment been impacted by industry?</li> <li>● What is your role in protecting the environment?</li> </ul>
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<p><b><u>Key Concepts</u></b></p> <p><b>6.RN.3.3</b></p> <ul style="list-style-type: none"> <li>● I can determine the author's perspective and purpose in a nonfiction text.</li> <li>● I can explain how an author's perspective or purpose is conveyed in a nonfiction text.</li> </ul> <p><b>6.W.3.2</b></p>	<p><b><u>Related Concepts</u></b></p> <p><b>RN.2.1</b></p> <ul style="list-style-type: none"> <li>● I can identify what is explicitly stated in a text.</li> <li>● I can make inferences based on textual evidence.</li> <li>● I can find textual evidence to support my inferences.</li> <li>● I can identify and quote passages from a text to support my response.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>6.RN.3.3</b></p> <ul style="list-style-type: none"> <li>● convey</li> <li>● determine</li> <li>● perspective</li> <li>● purpose</li> </ul> <p><b>6.W.3.2</b></p> <ul style="list-style-type: none"> <li>● audience</li> <li>● conclusion</li> <li>● concise</li> </ul>
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<ul style="list-style-type: none"> <li>● I can write informative compositions in a variety of forms.</li> <li>● I can write an introduction.</li> <li>● I can organize ideas, concepts, and information.</li> <li>● I can develop the topic with relevant facts, definitions, concrete details, quotations, or examples from other sources and texts.</li> <li>● I can use appropriate transitions.</li> <li>● I can include formatting, graphics, and multimedia when useful.</li> <li>● I can choose language and content specific vocabulary that express ideas precisely and concisely.</li> <li>● I can recognize and eliminate wordiness and redundancy.</li> <li>● I can establish and maintain a style appropriate to my purpose and audience.</li> <li>● I can write a conclusion</li> </ul>	<p><b>6.RV.2.1</b></p> <ul style="list-style-type: none"> <li>● I can use context to determine the meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● evidence</li> <li>● informational</li> <li>● introduction</li> <li>● multimedia</li> <li>● purpose</li> <li>● redundant</li> <li>● style</li> <li>● tone</li> <li>● transition</li> </ul> <p><b>RN.2.1</b></p> <ul style="list-style-type: none"> <li>● central idea</li> <li>● cite</li> <li>● explicit</li> <li>● inference</li> <li>● main idea</li> <li>● textual evidence</li> </ul> <p><b>6.RV.2.1</b></p> <ul style="list-style-type: none"> <li>● connotation</li> <li>● context</li> <li>● denotation</li> </ul>
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**Resources**

ARC Resources

- IRLA Toolkits
- School Pace
- Informational Research Lab
- Core Text/Exemplar
- Anchor Titles
- Final Project Research Organizers (FPO's)
- Research Cards
- Informational Cards

<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b> David Attenborough's Great Barrier Reef   Smithsonian Channel (Articles and videos)	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
<b><i><u>Academic Vocabulary/ Grammar</u></i></b>		
	<b><u>Figurative Language</u></b> Idioms, Oxymoron, Cliche	

**Grade 6**  
**Unit 3**

<b>Cycles of Learning</b> <i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<b>6.W.3.3 &amp; 6.W.4</b> Jan. 3- Mar. 3 (41 days)	<b><u>Cycle 7</u></b>	Jan. 3 - Jan. 23 (14 days)	6.RL.2.2	6.RL.2.3 6.RL.3.1 6.RV.3.1 6.RL.4.1
	<b><u>Cycle 8</u></b>	Jan. 24- Feb. 10 ( 14 days)	6.RL.3.2	
	<b><u>Cycle 9</u></b>	Feb. 13- March 3 (14 days)	6.RN. 4.1	

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

# Cycle 7

## General Description of the Unit

By the end of this Unit, students will have moved up a level in IRLA levels and demonstrated beginning expertise in analyzing literature both informational text while producing a published argumentative essay.

## Priority Standards

- **6.RL.3.2:** Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

## Reading Expectations

- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

## Supporting Standards

- **6.RL.2.3:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
- **6.RL.3.1:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.
- **6.RV.3.1:** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

## Writing Focus

- **6.W.3.3:** Write narrative compositions in a variety of forms that-
  - Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters)
  - Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide an ending that follows from the narrated experiences or events.

## Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACES strategy](#).
- Set focus, model, and independent writing
- Students write for 20-30 minutes

### Greek and Roman Myths

\*Though this does not connect directly to the writing standard in the unit, we are working to develop student response skills.

- **Teacher models:** What is the most defining literary element in mythology? Why? Use evidence from multiple texts to support your answer. (Constructed Response 1)

<ul style="list-style-type: none"> <li>● 6.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative- <ul style="list-style-type: none"> <li>○ Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Students with support (gradual release):</b> What is the central theme of this text? How is it conveyed by particular literary elements? (Constructed Response 2)</li> </ul> <p><a href="#">6th Grade Writing Rubrics</a></p>
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<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b></p> <p><a href="#">6.RL.3.2 Formative Assessment</a></p>
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<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Readers understand that words work together for themes and topics to emerge.</li> <li>● Details strengthen emerging themes in a literary work.</li> <li>● An author’s use of point of view helps create the mood and tone of the story.</li> <li>● An author might reveal explicitly what a character is feeling or thinking; however, a reader might need to make inferences to fully understand the theme and/or topic</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● How does encountering challenges reveal who you really are?</li> <li>● How did the author hook you into the story?</li> <li>● Based on what you’ve read, what do you predict will happen?</li> <li>● What words/phrases/events does the author use to create mood and tone?</li> <li>● How do our actions and words affect others?</li> </ul>
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<p><b><u>Key Concepts</u></b></p> <p><b>6.RL.3.2</b></p> <ul style="list-style-type: none"> <li>● I can explain how an author develops the point of view of the narrator or speaker in a work of literature.</li> <li>● I can explain how the narrator or speaker impacts the mood, tone, and meaning of a text.</li> </ul> <p><b>6.W.3.3</b></p> <ul style="list-style-type: none"> <li>● I can write narrative compositions in a variety of forms.</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>6.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● I can explain how a plot unfolds in a series of episodes.</li> <li>● I can explain how the characters respond or change as the story advances toward a resolution.</li> </ul> <p><b>6.RL.3.1</b></p> <ul style="list-style-type: none"> <li>● I can analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a work of literature.</li> <li>● I can analyze how a particular sentence, chapter, scene, or stanza contributes to</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>6.RL.3.2</b></p> <ul style="list-style-type: none"> <li>● mood</li> <li>● narrator</li> <li>● point of view</li> <li>● speaker</li> <li>● tone</li> </ul> <p><b>6.W.3.3</b></p> <ul style="list-style-type: none"> <li>● character</li> <li>● climax</li> <li>● conflict</li> <li>● dialogue</li> <li>● exposition</li> </ul>
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<ul style="list-style-type: none"> <li>● I can write an exposition that engages and orients the reader.</li> <li>● I can organize an event sequence that uses transitional words, phrases, and clauses.</li> <li>● I can use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and characters.</li> <li>● I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● I can write an ending to my story.</li> </ul>	<p>the development of the theme, characterization, setting, or plot.</p> <p><b>6.RV.3.1</b></p> <ul style="list-style-type: none"> <li>● I can determine the connotation of words and phrases used in a work of literature.</li> <li>● I can determine the meaning of figurative language in a work of literature.</li> <li>● I can analyze the impact of a specific word choice on the meaning and tone of a work of literature.</li> </ul>	<ul style="list-style-type: none"> <li>● plot</li> <li>● narrative</li> <li>● resolution</li> <li>● setting</li> <li>● pacing</li> <li>● point of view</li> <li>● sensory language</li> </ul> <p><b>6.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● character</li> <li>● episode</li> <li>● narrative</li> <li>● plot</li> <li>● resolution</li> </ul> <p><b>6.RL.3.1</b></p> <ul style="list-style-type: none"> <li>● analyze</li> <li>● characterization</li> <li>● plot</li> <li>● scene</li> <li>● setting</li> <li>● stanza</li> <li>● theme</li> </ul> <p><b>6.RV.3.1</b></p> <ul style="list-style-type: none"> <li>● connotation</li> <li>● denotation</li> <li>● figurative language</li> <li>● hyperbole</li> <li>● idioms</li> <li>● tone</li> <li>● metaphor personification</li> <li>● simile</li> </ul>
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**Resources**

**ARC Resources**

Greek and Roman Myth Framework  
Percy Jackson The Lightning Thief  
Library Genre Set



IRLA  
School Pace  
Informational Text Set

**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

**Academic Vocabulary/ Grammar**

**Grammar**

# Cycle 8

## General Description of the Unit

By the end of this Unit, students will have moved up a level in IRLA levels and will demonstrate beginning expertise in analyzing literature both informational text while producing a published argumentative essay.

### Priority Standards

- **6.RL.2.2:** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.

### Reading Expectations

- Read for a sustained 30-40 minutes
- Students will use close reading strategies for deeper comprehension.

### Supporting Standards

- **6.RL.2.1:** Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.
- **6.RL.2.3:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.

### Writing Focus

- **6.W.3.3:** Write narrative compositions in a variety of forms that-
  - Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters)
  - Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide an ending that follows from the narrated experiences or events.
- **6.W.4:** Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative-

### Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACES strategy](#).
- Set focus, model, and independent writing
- Students write for 30-40 minutes

#### Greek and Roman Myths

- What is the central theme of this text? How is it conveyed by particular literary elements? (Constructed Response 3)
- What is the central theme of our core novel? How is it conveyed by particular literary elements? (Constructed Response 4)

[6th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>○ Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>	
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**Proficiency Scales**  
[Find the Sixth Grade Proficiency Scales here.](#)

**Assessments**  
[6.RL.2.2 Formative Assessment](#)

- Enduring Understandings**
- Details in fiction texts help the theme emerge.
  - An objective summary does not include the reader’s opinion.
  - A writer’s theme is developed through a story.

- Essential Questions**
- How do your actions shape your life?
  - What is the theme? What details revealed the theme to you?
- Text Specific
- How does fate contribute to who we are as people?
  - Why is sacrifice necessary?

- Key Concepts**
- 6.RL.2.2**
- I can determine the theme or central idea of a work of literature.
  - I can use evidence to support my determination of a work of literature's theme or central idea.
  - I can summarize a work of literature.
- 6.W.3.3**
- I can write narrative compositions in a variety of forms.
  - I can write an exposition that engages and orients the reader.

- Related Concepts**
- 6.RL.2.1**
- I can analyze what a text says explicitly.
  - I can draw inferences from a text.
  - I can cite textual evidence to support my analysis of a text.
- 6.RL.2.3**
- I can explain how a plot unfolds in a series of episodes.
  - I can explain how the characters respond or change as the story advances toward a resolution.

- Vocabulary**
- 6.RL.2.2**
- central idea
  - plot
  - summary
  - textual evidence
  - theme
- 6.W.3.3**
- character
  - climax
  - conflict
  - dialogue
  - exposition
  - plot
  - narrative
  - resolution
  - setting
  - pacing
  - point of view

<ul style="list-style-type: none"> <li>● I can organize an event sequence that uses transitional words, phrases, and clauses.</li> <li>● I can use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and characters.</li> <li>● I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● I can write an ending to my story.</li> </ul>		<ul style="list-style-type: none"> <li>● sensory language</li> </ul> <p><b>6.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● analyze</li> <li>● cite</li> <li>● explicit</li> <li>● inference</li> <li>● textual evidence</li> </ul> <p><b>6.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● character</li> <li>● episode</li> <li>● narrative</li> <li>● plot</li> <li>● resolution</li> </ul>
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**Resources**

**ARC Resources**

<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
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**Academic Vocabulary/ Grammar**

	<b><u>Grammar</u></b>
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# Cycle 9

## General Description of the Unit

By the end of this Unit, students will have moved up a level in IRLA levels and will demonstrate beginning expertise in analyzing literature both informational text while producing a published argumentative essay.

Emphasize the writing.

## Priority Standards

- **6.RL.2.1:**Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.

## Reading Expectations

- Read for a sustained 30-40 minutes
- Students will use close reading strategies for deeper comprehension.

## Supporting Standards

- **6.RL.2.2:** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
- **6.RL.3.1:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.
- **6.RL.4.1:** Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.

## Writing Focus

- **6.W.3.3:** Write narrative compositions in a variety of forms that-
  - Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters)
  - Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

## Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACES strategy](#).
- Set focus, model, and independent writing
- Students write for 30-40 minutes

[6th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>o Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>o Provide an ending that follows from the narrated experiences or events.</li> <li>● 6.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative- <ul style="list-style-type: none"> <li>o Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>o Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul> </li> </ul>	
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**Proficiency Scales**  
[Find the Sixth Grade Proficiency Scales here.](#)

**Assessments**

**Enduring Understandings**

- Details from the text help a reader develop inferences.
- Writers read multiple examples to help develop their own writing.
- A novel’s theme is developed over the course of the text.

**Essential Questions**

- How do you decide what evidence supports an inference?
- How is the theme presented over the course of the novel?
- How do multiple themes contribute to the story’s main theme?

**Key Concepts**

**6.RL.2.1**

- I can analyze what a text says explicitly.
- I can draw inferences from a text.
- I can cite textual evidence to support my analysis of a text.

**6.W.3.3**

- I can write narrative compositions in a variety of forms.

**Related Concepts**

**6.RL.2.2**

- I can determine the theme or central idea of a work of literature.
- I can use evidence to support my determination of a work of literature's theme or central idea.
- I can summarize a work of literature.

**6.RL.3.1**

- I can analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a work of literature.

**Vocabulary**

**6.RL.2.1**

- analyze
- cite
- explicit
- inference
- textual evidence

**6.W.3.3**

- character
- climax
- conflict
- dialogue
- exposition

<ul style="list-style-type: none"> <li>● I can write an exposition that engages and orients the reader.</li> <li>● I can organize an event sequence that uses transitional words, phrases, and clauses.</li> <li>● I can use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and characters.</li> <li>● I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● I can write an ending to my story.</li> </ul>	<ul style="list-style-type: none"> <li>● I can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.</li> </ul> <p><b>6.RL.4.1</b></p> <ul style="list-style-type: none"> <li>● I can compare and contrast the experience of reading, listening to, or viewing a story, play, or poem.</li> <li>● I can compare and contrast what I see and hear when reading versus what I perceive when listening or viewing a story, play, or poem.</li> </ul>	<ul style="list-style-type: none"> <li>● plot</li> <li>● narrative</li> <li>● resolution</li> <li>● setting</li> <li>● pacing</li> <li>● point of view</li> <li>● sensory language</li> </ul> <p><b>6.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● central idea</li> <li>● plot</li> <li>● summary</li> <li>● textual evidence</li> <li>● theme</li> </ul> <p><b>6.RL.3.1</b></p> <ul style="list-style-type: none"> <li>● analyze</li> <li>● characterization</li> <li>● plot</li> <li>● scene</li> <li>● setting</li> <li>● stanza</li> <li>● theme</li> </ul> <p><b>6.RL.4.1</b></p> <ul style="list-style-type: none"> <li>● mood</li> <li>● tone</li> </ul>
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**Resources**

**ARC Resources**

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**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

**Academic Vocabulary/ Grammar**

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**6th Grade**  
**Unit 4**

**Cycles of Learning**

*At a glance*

Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<b>6.W.3.1 &amp; 6.W.4</b>  55 Days Total  Mar. 6- May 2 (36 Days)  May 3- May 25 (16 days)	<a href="#"><u>Cycle 10</u></a>	March 6 -April 5 (18 days)	6.RN.2.2 6.RL.2.2	6.RN.4.2
	<a href="#"><u>Cycle 11</u></a>	April 6- May 2 (18 days)	<b>ILEARN- April 17th</b>  Differentiated assessment preparation	
	<a href="#"><u>Cycle 12</u></a>	May 3- May 25 (19 days)	<b>NWEA (EOY)- May 8th</b> <b>IRLA- May 15th</b>  Projects, presentations, ML, S&L standards, transition to next grade level	
<p>*Units are allotted using instructional days, not quarters. Unit 4, which includes ILEARN, will begin during quarter 3. *150 teaching days + 30 review days = 180 Total</p>				

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).





# Cycle 10

## General Description of the Unit

Civil Rights Era

### Priority Standards

- **6.RN.4.1:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.

### Reading Expectations

- Read for a sustained 35-45 minutes
- Students will use close reading strategies for deeper comprehension.

### Writing Focus

- **6.W.3.1:** Write arguments in a variety of forms that-
  - Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.
  - Use an organizational structure to group related ideas that support the argument.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Establish and maintain a consistent style and tone appropriate to purpose and audience.
  - Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.
  - Provide a concluding statement or section that follows from the argument presented.
- **6.W.4:** Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative-
  - Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

### Supporting Standards

- **6.RN.2.1:** Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.
- **6.RN.3.3:** Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.

### Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACES strategy](#).
- Set focus, model, and independent writing
- Students write for 35-45 minutes

[6th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>		
<p><b>Proficiency Scales</b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>	<p><b>Assessments</b>  <a href="#">6.RN.4.1 Formative Assessments</a></p>	
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Strong arguments are supported by textual evidence.</li> <li>● Readers must evaluate the strength and effectiveness of a text’s argument.</li> <li>● A writer uses a variety of strategies to strengthen and support the claim.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What are the claims?</li> <li>● What additional evidence would strengthen the argument?</li> <li>● What makes the evidence provided credible?</li> <li>● Why might someone disagree with your claim?</li> </ul>	
<p><b>Key Concepts</b></p> <p><b>6.RN.4.1</b></p> <ul style="list-style-type: none"> <li>● I can trace and evaluate an author's argument.</li> <li>● I can trace and evaluate specific claims throughout a nonfiction text.</li> <li>● I can distinguish between claims that are well-supported and which are not.</li> </ul> <p><b>6.W.3.1</b></p> <ul style="list-style-type: none"> <li>● I can write argumentatives in a variety of forms.</li> <li>● I can introduce claims using strategies such as textual analysis, comparison and contrast, and cause and effect.</li> <li>● I can use an organizational structure to group related ideas that support the argument.</li> <li>● I can support claims with clear reasons and relevant evidence, using credible sources and demonstrating an</li> </ul>	<p><b>Related Concepts</b></p> <p><b>6.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● I can identify what is explicitly stated in a text.</li> <li>● I can make inferences based on textual evidence.</li> <li>● I can find textual evidence to support my inferences.</li> <li>● I can identify and quote passages from a text to support my response.</li> </ul> <p><b>6.RN.3.3</b></p> <ul style="list-style-type: none"> <li>● I can determine the author’s perspective and purpose in a nonfiction text.</li> <li>● I can explain how an author’s perspective or purpose is conveyed in a nonfiction text.</li> </ul>	<p><b>Vocabulary</b></p> <p><b>6.RN.4.1</b></p> <ul style="list-style-type: none"> <li>● argument</li> <li>● claim</li> <li>● evaluate</li> <li>● evidence</li> </ul> <p><b>6.W.3.1</b></p> <ul style="list-style-type: none"> <li>● argument</li> <li>● audience</li> <li>● claim</li> <li>● conclusion</li> <li>● credible</li> <li>● evidence</li> <li>● introduction</li> <li>● organizational structure</li> <li>● purpose</li> <li>● reasoning</li> <li>● sources</li> <li>● style</li> <li>● tone</li> <li>● transitions</li> </ul> <p><b>6.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● central idea</li> <li>● cite</li> <li>● explicit</li> <li>● inference</li> </ul>

<p>understanding of a topic or text.</p> <ul style="list-style-type: none"> <li>• I can establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• I can use appropriate transitions that enhance the progression of the text and clarify the relationships among claims and reasons.</li> <li>• I can provide a concluding statement or section that follows from the argument presented.</li> </ul>		<ul style="list-style-type: none"> <li>• main idea</li> <li>• textual evidence</li> </ul> <p><b>6.RN.3.3</b></p> <ul style="list-style-type: none"> <li>• convey</li> <li>• determine</li> <li>• perspective</li> <li>• purpose</li> </ul>
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**Resources**

**ARC Resources**

<ul style="list-style-type: none"> <li>• <b><u>Supplemental Fiction Texts</u></b></li> </ul>	<p><b><u>Supplemental Nonfiction Texts</u></b></p> <p><a href="#"><u>Driven to Distraction</u></a>  <a href="#"><u>Students dive into the issue of animal rights</u></a></p>	<p><b><u>Supplemental Media, Music, Art, and other Resources</u></b></p> <p><a href="https://www.englishworksheetsland.com/grade6/8claims.html"><u>https://www.englishworksheetsland.com/grade6/8claims.html</u></a>  <a href="https://www.englishworksheetsland.com/grade6/9presentation.html"><u>https://www.englishworksheetsland.com/grade6/9presentation.html</u></a></p>
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**Academic Vocabulary/Grammar**

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**Cycle 11**

**General Description of the Unit**

<p><b><u>Priority Standards</u></b></p> <ul style="list-style-type: none"> <li>● Based on data, identify priority standards to reemphasize</li> <li>● Choose up to 3.</li> </ul> <p><b><u>Reading Expectations</u></b></p> <ul style="list-style-type: none"> <li>● Read for a sustained 45 minutes</li> <li>● Students will use close reading strategies for deeper comprehension.</li> </ul>	<p><b><u>Supporting Standards</u></b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p><b><u>Writing Focus</u></b></p> <ul style="list-style-type: none"> <li>● 6.W.3.1: Write arguments in a variety of forms that- <ul style="list-style-type: none"> <li>○ Introduce claims(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> <li>○ Use an organizational structure to group related ideas that support the argument.</li> <li>○ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>○ Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>○ Use appropriate transitions that enhance the progression of the text and clarify the relationships among claims(s) and reasons.</li> <li>○ Provide a concluding statement or section that follows from the argument presented.</li> </ul> </li> <li>● 6.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative- <ul style="list-style-type: none"> <li>○ Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</li> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul> </li> </ul>	<p><b><u>Writing Expectations</u></b></p> <ul style="list-style-type: none"> <li>● Students will write constructive responses after reading a text and use text evidence to support their responses, using the <a href="#">RACES strategy</a>.</li> <li>● Set focus, model, and independent writing</li> <li>● Students write for 35-45 minutes</li> </ul> <p><a href="#">6th Grade Writing Rubrics</a></p>

<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>Coming soon! Summer of 2023! Teacher input will be gathered after teachers have had the opportunity to teach Unit 4.</li> </ul>		<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>Coming soon! Summer of 2023! Teacher input will be gathered after teachers have had the opportunity to teach Unit 4.</li> </ul>
<p><b><u>Key Concepts</u></b>  <b>6.W.3.1</b></p> <ul style="list-style-type: none"> <li>I can write argumentatives in a variety of forms.</li> <li>I can introduce claims using strategies such as textual analysis, comparison and contrast, and cause and effect.</li> <li>I can use an organizational structure to group related ideas that support the argument.</li> <li>I can support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of a topic or text.</li> <li>I can establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>I can use appropriate transitions that enhance the progression of the text and clarify the relationships among claims and reasons.</li> <li>I can provide a concluding statement or section that</li> </ul>	<p><b><u>Related Concepts</u></b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b><u>Vocabulary</u></b>  <b>6.W.3.1</b></p> <ul style="list-style-type: none"> <li>argument</li> <li>audience</li> <li>claim</li> <li>conclusion</li> <li>credible</li> <li>evidence</li> <li>introduction</li> <li>organizational structure</li> <li>purpose</li> <li>reasoning</li> <li>sources</li> <li>style</li> <li>tone</li> <li>transitions</li> </ul>

follows from the argument presented.		
<b><u>Resources</u></b>		
<b><u>ARC Resources</u></b>		
• <b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
<b><u>Academic Vocabulary/Grammar</u></b>		

# Cycle 12

## General Description of the Unit

### Priority Standards

- Projects, presentations, ML, S&L standards, transition to next grade level
- IREADY, IRLA

### Reading Expectations

- Read for a sustained 45 minutes
- Students will use close reading strategies for deeper comprehension.

### Supporting Standards

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### Writing Focus

- 6.W.3.1: Write arguments in a variety of forms that-
  - Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.
  - Use an organizational structure to group related ideas that support the argument.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Establish and maintain a consistent style and tone appropriate to purpose and audience.
  - Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.
  - Provide a concluding statement or section that follows from the argument presented.
- 6.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative-
  - Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach;

### Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACES strategy](#).
- Set focus, model, and independent writing
- Students write for 35-45 minutes

[6th Grade Writing Rubrics](#)



<p>and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p> <ul style="list-style-type: none"> <li>○ Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>		
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Sixth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <i>Benchmark Writing - Constructed Response (This will occur at the opposite time of iReady Diagnostic.)</i></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Coming soon! Summer of 2021! Teacher input will be gathered after teachers have had the opportunity to teach Unit 4.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● Coming soon! Summer of 2021! Teacher input will be gathered after teachers have had the opportunity to teach Unit 4.</li> </ul>	
<p><b><u>Key Concepts</u></b>  <b>6.W.3.1</b></p> <ul style="list-style-type: none"> <li>● I can write argumentatives in a variety of forms.</li> <li>● I can introduce claims using strategies such as textual analysis, comparison and contrast, and cause and effect.</li> <li>● I can use an organizational structure to group related ideas that support the argument.</li> <li>● I can support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of a topic or text.</li> <li>● I can establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● I can use appropriate transitions that enhance the</li> </ul>	<p><b><u>Related Concepts</u></b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b><u>Vocabulary</u></b>  <b>6.W.3.1</b></p> <ul style="list-style-type: none"> <li>● argument</li> <li>● audience</li> <li>● claim</li> <li>● conclusion</li> <li>● credible</li> <li>● evidence</li> <li>● introduction</li> <li>● organizational structure</li> <li>● purpose</li> <li>● reasoning</li> <li>● sources</li> <li>● style</li> <li>● tone</li> <li>● transitions</li> </ul>

<p>progression of the text and clarify the relationships among claims and reasons.</p> <ul style="list-style-type: none"> <li>• I can provide a concluding statement or section that follows from the argument presented.</li> </ul>		
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**Resources**

**ARC Resources**

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<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
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**Academic Vocabulary/Grammar**

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