Milford Public Schools Curriculum

Department: English Language Arts
Course Name: Grade 6 English Language Arts
Course Description:

The goal of the English language arts is to provide students multiple opportunities to read, create, discuss, and analyze varied text through multiple genres. Students in the Milford Public Schools engage in a balanced literacy approach to reading and writing. Through the readers and writers workshop students participate in interactive read alouds, independent reading and writing, book clubs, targeted small group instruction, and reading and writing conferences.

Organization and Rationale for ELA Middle School Units of Study
Each unit supports components of the CCS (Connecticut Core Standards) in Reading Literature, Reading Informational Text, Speaking and Listening, and Language.

Concept- Based Units of Study
Based on the work of H. Lynn Erickson (2002) and Louis Lanning (2013), concept based units of study allow students and teachers to explore literature and informational text under a common universal theme, or concept. The concept units of study are centered around broad concepts that are timeless, for example Diversity, Identity, and Resilience.

Genre Study Units of Study
Based on the work of Fountas and Pinnell (2012), genre study allows students to explore varied genres and to develop a deep understanding of specific genres as both a reader and a writer.

UNIT 1
Unit Title: Launching the Readers and Writers Workshop (Mini Unit)

LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
- Readers in a community learn how to take care of, talk about, and read texts independently and with others. - Readers use a variety of strategies to help them read and understand texts. - Writers in a community learn how to use a writing process for a range of tasks, purposes, and audiences. - Writers use a variety of strategies to generate ideas, compose, craft, elaborate, revise, edit, and publish texts.	- How do I see myself as a reader? - How do I become a more critical reader? - How do we become a reading and writing community that develops routines and goals? - What strategies do readers and writers use to help them read, understand, and engage in conversations when responding to texts? - How do we build a reading and writing community that is supportive and collaborative? - What is the writing process? - What techniques and strategies do authors use to craft their writing?

Content and Skills:
Students will be able to:
- Create a reading identity within a larger reading community in the classroom.
- Establish routines and expectations of Readers and Writers Workshop.
- Independently select an appropriate text.
- Explore the different genres of literature.
- Respond to text clearly and cohesively.
- Apply reading strategies to strengthen reading and build comprehension.
- Employ strategies and techniques to write and respond to texts.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-LITERACY.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-LITERACY.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-LITERACY.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-LITERACY.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-LITERACY.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-LITERACY.W.6.3.A-E
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.6.2.A-B
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.3.A-B

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

CCSS.ELA-LITERACY.SL.6.1. A-D

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

UNIT 2

Unit Title: Genre Study: Realistic Fiction

LEARNING GOALS

Enduring Understanding(s):
- Realism allows authors to present a vast and colorful array of human lives and experiences to their readers
- Realism enables readers to learn from the struggles of others; the vicarious experiences readers have help them develop empathy for others in their own world/lives

Essential Question(s):
- How can readers learn about life through realistic fiction?
- How do elements of literature help us to understand, interpret, and analyze realistic fiction?
- How does reading and writing realistic fiction help us become better readers and writers of fiction?

Content and Skills:

Students will be able to:
- Identify the point of view or perspective of the narrator and understand its impact on the reader's experience
- Identify and understand story elements (narrative structure)
- Understand figurative language and their impact on the story
- Identify/understand the important characters (protagonist/antagonist) and secondary characters
- Understand the difference and significance of a character's physical and personality traits and how it affects them
- Identify the conflict/problem of the story
- Identify the setting (place and time) and recognize its impact on the plot and characters
- Understand the prominent theme or author's message
- Follow the events of the plot and make predictions about its resolution
- Understand the meaning and significance of the climax and/or plot resolution
- Realist Fiction is an imagined story but set in the real world
- Realistic Fiction has narrative structure with characters, plot, and setting
- Realistic Fiction portrays life as it could be lived today or in the not-so-distant past
- Realistic Fiction focuses on the problems and issues of the world in which we currently live:
  - Relationships (family/friends)
  - Acceptance (peer/social)
  - Self-Identity
  - Coming of Age
  - Coping with Life (divorce, moving, heartbreak, illness, death)

- Character traits/qualities are not the same as emotions/moods/feelings

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-LITERACY.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-LITERACY.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-LITERACY.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-LITERACY.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-LITERACY.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-LITERACY.W.6.3.A-E
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.6.2.A-B
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.6.3.A-B
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.SL.6.1. A-D
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

UNIT 3

Unit Title: Genre Study: Mystery

LEARNING GOALS

Enduring Understanding(s):
- Mysteries encourage close reading
- Readers of mystery must notice and interpret details that are not as important in other texts
- Mysteries provide opportunities to solve problems using both inductive and deductive reasoning.
- A strong argument supports claims with relevant evidence and clear reasoning.
- Some story types, such as mystery, have predictable patterns and story elements.

Essential Question(s):
- How do writers build suspense?
- What do readers do to effectively read and analyze a plotline in a mystery?
- How do readers identify, interpret, and evaluate relevant evidence to support their claims and use it to deepen their understanding and reinforce their ideas?
- Why is character motive and motivation important?

Content and Skills:

- Mystery stories follow a formula
- While reading mystery , readers must be attentive to details and determine which information is relevant to solving the mystery
- Identify key components of mystery and use the structure of the genre to read analytically
- Identify how authors use mood, tone, atmosphere, setting, sensory details, and foreshadowing to create intrigue and suspense
- Recognize the difference between the elements of surprise and the elements of suspense
- Read mystery stories closely and infer possible solutions to the problem (solving the mystery)
- Develop and revise theories about how the mystery will resolve throughout the course of the reading until the resolution
- Recognize the difference between deductive and inductive reasoning
- Main characters may not be dynamic- instead they are the sleuth or the detective in mystery stories making them a predictable character (Sherlocke Holmes, Nancy Drew, Encyclopedia Brown, Nate the Great)

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-LITERACY.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-LITERACY.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
CCSS.ELA-LITERACY.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-LITERACY.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-LITERACY.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-LITERACY.W.6.1 A-E
Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.6.3.A-E
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.6.2.A-B
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.6.3.A-B
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.SL.6.1. A-D
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

UNIT 4

Unit Title: Concept: Survival
Unit Description: Students will explore and examine how specific pieces of literature, both informational and fictional, address survival, perseverance, and coming of age. The research component of this unit will help students to gain background knowledge about surviving different environments and natural disasters. Throughout the unit students will respond both in writing and through discussion as they learn to use the text to provide evidence to support their interpretations.

LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
- In order to survive, people need to adapt to their environment. - Often times when people struggle it may lead to a new point of view. - Readers have to support their analysis with evidence from text. - Writers create conflict using various tools. - Writers have to investigate facts sometimes in order to create fiction.	- What do people need in order to survive? - How do people and characters change and adapt to survive in their environment? - What types of character traits do people have to exhibit in order to survive? - How do authors create different kinds of conflict to create tension in a story? - Why should readers recognize different kinds of conflict? - Why is point of view important to a story?

Content and Skills:

Students will be able to:

- Understand and articulate the difference between fiction and nonfiction
- Participate in a book club or partnership following a character through their conflict with the environment
- Actively read a text and use varied strategies for self-monitoring and comprehension
- Use notes to determine how a character will react to different conflicts and settings (environmental, personal)
- Respond to literature through varied types of written response
- Research different environments and natural disasters

Standards Addressed:

CCSS.ELA-LITERACY.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution..
CCSS.ELA-LITERACY.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-LITERACY.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-LITERACY.W.6.3.A-E
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.SL.6.1. A-D
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Unit Title: Modern Fantasy

LEARNING GOALS

Enduring Understanding(s):

(Adapted from Fountas & Pinnell, Genre Study {2012)

- A work of fantasy should have at least one of the genre's defining elements, motifs, and/or recurring patterns.
- Authors of fantasy alter the setting so that the secondary world is different from the real one by creating an established and unusual setting where magical events are believable.
- Characters of fantasy are different from people in the real world in that they have unusual traits and/or supernatural or magical powers; animals may have human qualities or special abilities.
- Authors of fantasy make the story believable, thereby encouraging readers to suspend disbelief, by maintaining internal consistency within the story's world.
- Fantasy stories can help the reader understand the real world by revealing universal truths through themes.

Essential Question(s):

(Adapted from Fountas & Pinnell, Genre Study {2012)

- What are the defining elements, motifs, and/or recurring patterns of the fantasy genre?
- How do authors of fantasy alter the setting so that the secondary world is different from the real one?
- How are characters of fantasy different from people in the real world?
- How do authors of fantasy make the story believable, thereby encouraging readers to suspend disbelief?
- How can fantasy stories help the reader understand the real world?

Content and Skills:

Students will be able to:

- Identify, understand, and apply elements/ motifs of fantasy.
- Recognize and understand the significance of symbolism.
- Understand complex story structures with many layers and movement across time and space and between reality and fantasy.
- Manipulate the concept of time to understand the action of the plot.
- Understand characters' motivations and qualities even if they are different from people in our world.
- Follow complex plots with many characters and events.
- Attend to details and descriptions of imaginary worlds and characters.
- Identify and understand multiple themes.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-LITERACY.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the

text.
CCSS.ELA-LITERACY.RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-LITERACY.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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CCSS.ELA-LITERACY.W.6.3.A-E
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.6.5
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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.6.2.A-B
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.6.3.A-B
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.SL.6.1. A-D
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

UNIT 6

Unit Title: Concept: Change
Unit Description: Under Construction

LEARNING GOALS

Enduring Understanding(s): Under Construction	Essential Question(s): Under Construction

Content and Skills:
Under Construction

Standards Addressed:
Under Construction