Unit 6: Taking Action

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade ELA/Writing

Unit 6: Taking Action

Belleville Board of Education

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Unit Overview

- The Big Idea of Grade 6, Unit 6 is Taking Action.
- The weekly themes are as follows: Resources, Witnesses, Investigations, Extraordinary Finds, and Taking a Break.
- The topics that the students will read about include the following: salt, King Midas, spice trade, the 1871 fire in Chicago, Krakatoa, manatees, ice caves, the scientific method, pharaohs, and the city of Ur.
- They will read poetry, nonfiction, and stories.

Enduring Understandings

Students will understand that...

- people have used natural resources to create goods, food, and to use as money.
- we learn about historical events from primary source documents, which are documents written at the time of the event.
- a scientist is often an explorer who must investigate isolated or dangerous places to form a hypothesis about how something was created or happened.
- scientists can reveal new information about ancient civilizations with current technologies.
- taking a break is important to recharge and take in our surroundings.

Essential Questions

- How have people used natural resources?
- How do we learn about historical events?
- How can a scientific investigation be an adventure?
- What can scientists reveal about ancient civilizations?
- Why is taking a break important?

Exit Skills

By the end of Unit 6: Taking Action, students should be able to...

- identify the main idea and supporting details of a text.
- label the characteristics of expository text.
- ask and answer text-dependent questions.
- recognize the cause and effect text structure.
- label the characteristics of the narrative nonfiction genre.
- write an objective summary.
- write information text.
- write an argument essay.
- know examples of adverbs.
- use negative words correctly.
- recognize the sequence text structure.
- use prepositions correctly.
- identify the characteristics of the lyric poetry and ode genres.
- analyze repetition and rhyme in a poem.
- discover figurative language in a text.
- take notes.

New Jersey Student Learning Standards (NJSLS)

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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.
LA.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.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.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.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.2.B	Spell correctly.
LA.L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.L.6.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.6.5.A	Interpret figures of speech (e.g., personification) in context.
LA.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LA.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

- History/Social Science (Historical Literacy): "Witnesses"
- History/Social Science (Historical Literacy): "Extraordinary Finds"
- Science (Engineering, Technology, and Applications of Science): "Resources"
- Science (Engineering, Technology, and Applications of Science): "Investigators"

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

In Unit 6: Taking Action, students will be able to...

- follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- cite text evidence to support analysis of what the test says explicitly as well as inferences drawn from the text.
- determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.
- determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- explain the function of nouns, pronouns, verbs, adjectives, in general and their functions in particular sentences.
- demonstrate the command of conventions of standard English capitalization, punctuation, and spelling when writing.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing comfortably from a range of strategies.
- use common Greek and Latin affixes and roots as clues to the meaning of a word.
- analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- interpret figures of speech in context.
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Suggested Activities & Best Practices

- Write a narrative
- Book review
- Narrative
- Text dependent questions
- Talk with a partner
- Scaffolded partner work
- Cite text evidence
- Complete a sentence frame
- Guided text annotation
- Literature Circles
- Graphic organizers
- Think Alouds
- Book review
- Independent reading
- Reader's Theater

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Narrative Writing (Summative)
- Common Benchmark #3 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks (Benchmark)
- Entrance Tickets (Formative)
- Exit Tickets (Formative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Project (Alternative)
- Quizzes (Summative)
- Readers/Writers Notebooks (Formative/Summative)
- Red Light, Green Light (Formative)
- Self-Assessments (Formative)
- Study Guide (Formative)
- Think, Pair, Share (Formative)
- Unit Tests (Summative)
- Written Reports (Alternative)

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

Ancillary Resources

- Scholastic Scope
- Novels
- Decodable texts
- Leveled readers
- Literacy centers
- iXL
- Center for Urban Education - MAIN IDEA http://teacher.depaul.edu/Skill-Focused-Readings/Grade%206%20Main%20Idea.pdf
- CPALMS - Lesson and resources for teaching central idea http://www.cpalms.org/Public/PreviewResourceLesson/Preview/50996
- ReadWorks - Main Idea - PETE VS. THE PYTHON - https://www.readworks.org/article/Pete-vs-the-Python/9d3da395-8477-4e97-b87d-acd4449ead36#!questionsetsSection:988/articleTab:content/
- LearnZillion - Writing Argument Essays https://learnzillion.com/resources/72608-6th-grade-argumentative-writing-craft-an-argumentative-essay/
- Argument writing samples https://www.uen.org/core/languagearts/downloads/6_W1_range_of_writing.pdf
- Flocabulary - ARGUMENT WRITING - PERSUASIVE WRITING https://www.flocabulary.com/unit/persuasive-language/teacher-resources/handouts/
- DOGO News
- SmartTV or SmartBoard
- Student Laptops

Technology Infusion

- Ed.connect.mcgrawhill.com
- E-books
- Interactive vocabulary
- Google classroom - docs, sheets, slides, questions, assignments, material
- Quizlet to review vocabulary
- kahoot!
- tweentribune.com
- DOGO News
- edulastic
- Flocabulary



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

For struggling students, **do a mini-workshop to reteach** theme vs. central/main idea.

Small group assignments to find figurative language in multiple texts

Varying organizers for cause and effect

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Modify the length of a written assignment. Focus on QUALITY rather than quantity of what is written.

Work closely with students and families to help them make the transtion to middle school.

- additional time for skill mastery
- assistive technology
- behavior management plan
- center-based instruction
- check work frequently for understanding
- computer or electronic devices utilized
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- preview of content, concepts, and vocabulary
- printed copy of board work/notes provided
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- use open book, study guides, test prototypes

English Language Learning (ELL)

Have students act out what is happening in a story.

Use organizers to help students organize their thinking and ideas.

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- teaching key aspects of a topic - eliminate nonessential information
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill-in the blank tests in lieu of essay tests

At Risk

Form a book club based on interest with students at a similar reading level and provide scaffolding to support comprehension and higher order thinking.

Work with speclal ed teacher to modify assessments and to communicate students' needs to the middle school.

- allowing students to correct errors (looking for understanding)
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking student's correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- teaching key aspects of a topic - eliminate nonessential information
- tutoring by peers
- using authentic assessments with real-life problem solving
- using true-false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Research the Chicago fire. Write either a historical fiction story set in this time period in Chicago or an informational text about Chicago during this same time period explaining the impact of the fire.

- allow students to work at a faster pace
- cluster grouping
- complete activities aligned with above grade level placement option for qualified students
- create a blog or social media page about their unit
- create a plan to solve an issue presented in the class or in a text
- debate issues with research to support arguments
- flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- utilize project-based learning for greater depth of knowledge