

<b>1</b>	<b>Unit Title: What a Disaster!</b> <b>Unit Duration: 10-12 weeks (first trimester)</b> <b>Unit #: 1</b>
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**Suggested Text Types:**  
**Extended text:**  
 Jim Murphy informational books: *Blizzard, The Great Fire, or An American Plague*  
**Shorter texts:**  
 Articles from: Scholastic News, Scope, and Storyworks,  
 Excerpt “Flood” from *Elements of Literature-Introductory Course*

**Major Writing Goals:**  
 Informational writing: (Possibly Use Unit 3 of Lucy Calkins Grade 6 Units of Study-Research Based Information Writing Bends 1 & 2)

**Curriculum Embedded Performance Assessment:**  
 Research Project: Students will select a natural disaster and use both digital and print sources to create a magazine article that incorporate the text features learned in the unit.

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How does a reader recognize informational versus literary text?</li> <li>• How does using different media and formats enhance an understanding of a topic or issue?</li> <li>• How is a reader’s interpretation of an informational text aided by the text’s structure, features, and characteristics?</li> <li>• How does an author decide the focus of their research?</li> </ul>	<ul style="list-style-type: none"> <li>• Expository and informational text is written to convey information about a specific topic.</li> <li>• A complete understanding of a topic or issue is only achievable through integrating information from different media and formats.</li> <li>• Informational text includes specific structures, features and characteristics that are included to help readers comprehend a text.</li> <li>• Authors generate questions to guide their research.</li> </ul>

<b>Students will Know:</b>	<b>Students will be able to:</b>
<ul style="list-style-type: none"> <li>• Pictures, captions, maps, graphs, tables, headings, subheadings, glossaries, indexes, and table of content are features in expository text that help the reader create meaning.</li> <li>• Identifying the sequence of events is important in understanding causes and effects.</li> <li>• An event can have multiple causes and multiple effects.</li> <li>• An understanding of content specific vocabulary is crucial</li> <li>• Authors use structural elements such as chronological order, concept and example, cause and effect, and problem/solution to enable the reader to gain a complex understanding of a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the text features that aid in meaning and provide examples of these characteristics in their own projects.</li> <li>• Complete a semantic map to organize and track key events and ideas in an expository/informational text.</li> <li>• Summarize the content of an expository text utilizing their semantic map.</li> <li>• Use various semantic maps to identify and keep track of key ideas and events (e.g., sequence, cause/effect, main idea details) while reading an expository text.</li> <li>• Use phonological and morphological knowledge, as well as context</li> </ul>

- Audio and video can enhance an understanding of a topic or concept.
- Questions are at the heart of any research.
- Reading strategies such as annotating text, rereading, taking notes, and using semantic maps can improve comprehension of difficult text.

to determine the meanings of unfamiliar words in the text.

- Identify and record content specific vocabulary and use glossaries, footnotes, and dictionaries to further understanding of a text.
- Improve their understanding of expository text through the use of audio and video formats.
- Formulate questions to pursue their own research and use them to structure a magazine article for an audience of their peers.

### Common Core State Standards Addressed

**RI 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI 6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RI 6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**RI 6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

**RI 6.5:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**RI 6.6:** Determine an author’s point of view or purpose in a text and explain it is conveyed in the text.

**RI 6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI 6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**RI 6.9:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**RI 6.10:** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**W 6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W 6.2a:** Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W 6.2b:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**W 6.2c:** Use appropriate transitions to clarify the relationships among complex ideas and concepts.

**W 6.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W 6.2e:** Establish and maintain a formal style.

**W 6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 65).

**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.

**W 6.7:** Conduct short research projects to answer a question drawing on several sources and refocusing the inquiry when appropriate.

**W 6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W 6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W 6.9b:** Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**W 6.10:** 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

discipline-specific tasks, purposes, and audiences.

**SL 6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

**SL 6.1a:** 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.

**SL 6.1b:** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**SL 6.1c:** Posing and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**SL 6.1d:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL 6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL 6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL 6.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 65 for specific expectations.)

**L 6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 6.1a:** Ensure that pronouns are in the proper case (subjective, objective, possessive).

**L 6.1c:** Recognize and correct inappropriate shifts in pronoun number and person.

**L 6.1d:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**L 6.1e:** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**L 6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 6.2a:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**L 6.2b:** Spell correctly.

**Possible resources, suggested texts, and model units:**

Unit on *The Great Fire* from EngageNY

[http://www.tli.net/public/userfiles/Literacy\\_Model\\_Units/TLI\\_CRG\\_THE\\_GREAT\\_FIRE\\_2012.pdf](http://www.tli.net/public/userfiles/Literacy_Model_Units/TLI_CRG_THE_GREAT_FIRE_2012.pdf)

Match *An American Plague* with literary text, *Fever, 1793* by Laurie Halse Anderson

<http://www.scientificamerican.com/article/molasses-flood-physics-science/>

<http://www.history.com/this-day-in-history/molasses-floods-boston-streets?catId=5>

<http://northendwaterfront.com/2014/01/95-years-ago-the-great-molasses-flood-killed-21-people-in-the-north-end/>

<http://www.history.com/topics/great-chicago-fire>

[http://achievethecore.org/content/upload/The\\_Great\\_Fire\\_11L-MA.pdf](http://achievethecore.org/content/upload/The_Great_Fire_11L-MA.pdf)

<http://www.pbs.org/wgbh/amex/chicago/maps/>

[www.schooltube.com/video/c7e5b29bcdea49398218/](http://www.schooltube.com/video/c7e5b29bcdea49398218/)

<http://abcnews.go.com/US/video/frost-flashback-blizzard-1888-9794446>

<https://www.youtube.com/watch?v=YylGRE1HzrM>

SAMPLE

2	<b>Unit Title: Justice for All</b> <b>Unit Duration: weeks</b> <b>Unit #: 2 (2<sup>nd</sup> Trimester)</b>
<b><u>Suggested Text Types:</u></b> <b>Extended text:</b> Memoir of someone facing injustice or overcoming challenges OR Historical fiction with same lens <b>Shorter texts:</b> <i>Elements of Literature-Introductory Course Collection 2</i>  <b><u>Major Writing Goals:</u></b> Argument-Lucy Calkins Units of Study –Unit 1: Literary Essays  <b><u>Curriculum Embedded Performance Assessment:</u></b> TBD	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How does one evaluate sources and determine the truth?</li> <li>• How should readers approach different types of text?</li> <li>• How does the author develop the point of view in a text?</li> <li>• How does a piece of literature reflect the time period in which it was written?</li> <li>• How do readers recognize expository v. narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Information must be gathered from multiple sources and its credibility assessed before drawing conclusions</li> <li>• Different genre has specific features and formats that effect a reader's approach to a particular text.</li> <li>• The narrator or speaker in a text may reflect the author's background and point of view.</li> <li>• All writing reflects the time and place in which it was written.</li> </ul>
Students will Know:	Students will be able to:
<ul style="list-style-type: none"> <li>• It is necessary to consider the possible bias of sources including the publisher, the purpose of the author of the source and the background of the author.</li> <li>• Readers need to build a range of flexible reading strategies to negotiate between informational and narrative writing.</li> <li>• That authors use speaker, occasion, audience, purpose, subject, and tone to determine the author's point of view.</li> <li>• All literature is influenced by the events surrounding the time period it was written.</li> <li>• All writing has a purpose, and often more than one purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify bias in a variety of written materials and account for that bias when presenting the information.</li> <li>• Fluently negotiate narrative and expository text using a range of strategies</li> <li>• Identify the point of view of a scene and then change the point of view of a scene to a different character.</li> <li>• Explain the influences on a work of literature from it's time period</li> <li>•</li> </ul>
Common Core State Standards Addressed	
<p><b>RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2:</b> 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.</p> <p><b>RL.6.3:</b> 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.</p> <p><b>RL.6.4:</b> 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.</p> <p><b>RL.6.6:</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>RL.6.9:</b> 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.</p> <p><b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI 6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI 6.2:</b> 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.</p> <p><b>RI 6.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RI 6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>RI 6.6:</b> Determine an author's point of view or purpose in a text and explain it is conveyed in the text.</p> <p><b>RI 6.8:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>RI 6.9:</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	

- RI 6.10:** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W 6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- W 6.1a:** Introduce claim(s), and organize the reasons and evidence clearly.
- W 6.1b:** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W 6.1c:** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W 6.1d:** Establish and maintain a formal style.
- W 6.1e:** Provide a concluding statement or section that follows from the argument presented.
- W 6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 65).
- W 6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W 6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W 6.9a:** Apply grade 6 Reading standards to literature (e.g., “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.”).
- W 6.9b:** Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
- W 6.10:** 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 discipline-specific tasks, purposes, and audiences.
- SL 6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly
- SL 6.1a:** 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.
- SL 6.1b:** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL 6.1c:** Posing and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL 6.1d:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL 6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL 6.3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from those that are not.
- SL 6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL 6.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 65 for specific expectations.)
- L 6.4c:** 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.
- L 6.4d:** 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).
- L 6.5a:** Interpret figures of speech (e.g., personification) in context.

**Possible resources, suggested texts, and model units:**

**Selections from anthology-**

*All Summer and a Day*, Ray Bradbury  
*Eleven*, Sandra Cisneros

**Suggested Extended Text:**

(MEMOIR)  
*My Thirteenth Winter* by Samantha Abeel  
*I am Malala*,  
*Small Steps: The Year I Got Polio* by Peg Kehret,

<p><i>The Gold Cadillac</i>, Mildred D. Taylor  <i>I Was Not Alone</i>, Rosa Parks</p> <p><b>Other sources-</b>  from <i>Crusade for Justice</i>, Ida B. Wells  “The Perils of Indifference,” Elie Wiesel  Hot Topics</p> <p><b>Picture Books</b>, various titles related to justice  Martin Luther King, Rosa Parks, Ruby Bridges  <i>Teammates</i>, Peter Golenbock  <i>Two Bad Ants</i>, Van Allsburg</p> <p><b>Poetry</b>-The Sneetches and other poems</p>	<p><i>Leon’s Story</i> by Leon Walter Tillage,  <i>Within Reach: My Everest Story</i> by Mark Pfetzer,  <i>Rosa Parks: My Story</i>,  <i>Bad Boy: A Memoir</i> by Walter Dean Myers,  <i>A Long Way Gone</i> by Ishmael Beah,</p> <p>(Historical Fiction)  <i>Warriors Don’t Cry</i> by Melba Pattillo Beals</p>
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<b>3</b>	<b>Unit Title: Tell Me a Tale</b> <b>Unit Duration: 10-12 weeks (3<sup>rd</sup> Trimester)</b> <b>Unit #: 3</b>
<p><b><u>Suggested Text Types:</u></b></p> <p><b>Extended text:</b>  Modern retelling of myth or traditional literature (ex: <i>Summer of the Mariposas</i>, Percy Jackson, Harry Potter, etc.)</p> <p><b>Shorter texts:</b>  Collection 8 in Literature Anthology (<i>Perseus and Gorgons Head, Baucis and Philemon</i>)  Dramatic Interpretation of <i>The Iliad</i> (from Scholastic)  Any other myths or modern retellings</p> <p><b><u>Major Writing Goals:</u></b>  Narrative Writing: (Possibly Use Lucy Calkins lessons on writing fantasy OR readwritethink.org “hero’s journey” interactive tool.</p> <p><b><u>Curriculum Embedded Performance Assessment:</u></b>  Option 1: Use the hero’s journey to create own myth or hero’s tale.  Option 2: Create a dramatic scene from mythology using elements of drama.</p>	
<b><u>Essential Questions</u></b>	<b><u>Enduring Understandings</u></b>
<ul style="list-style-type: none"> <li>• What are the unique features of a dramatic piece of literature?</li> <li>• What is the hero’s journey?</li> <li>• What makes a myth?</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic literature has a form and function</li> <li>• The hero’s journey is an archetypal storyline used over the course of centuries</li> <li>• The hero’s journey helps us better understand characters in literature and their response to challenges.</li> </ul>

<ul style="list-style-type: none"> <li>• Why do myths matter?</li> </ul>	<ul style="list-style-type: none"> <li>• All stories have universal elements and themes</li> </ul>
<b>Students will Know:</b>	<b>Students will be able to:</b>
<ul style="list-style-type: none"> <li>• The stages in the hero's journey</li> <li>• The conventions of legends or epics</li> <li>• Elements of dramatic literature (stage directions, acts, scenes, characters, etc.)</li> <li>• What an archetype is</li> </ul>	<ul style="list-style-type: none"> <li>• Identify archetypal characters in modern forms</li> <li>• Apply knowledge of the hero's journey to narrative form</li> <li>• Create a dramatic scene based on an element from mythology.</li> <li>• Identify elements of the hero's journey in modern literature.</li> </ul>
<b>Common Core State Standards Addressed</b>	
<p><b>RL 6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL 6.3:</b> 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.</p> <p><b>RL 6.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p> <p><b>RL 6.5:</b> 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.</p> <p><b>RL 6.6:</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>RL 6.7:</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p><b>MA 6.8.A:</b> Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks), in historical and modern literary works.</p> <p><b>RL 6.9:</b> 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.</p> <p><b>RL 6.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>W 6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences and events.</li> </ol> <p><b>MA W 6.3.A:</b> Demonstrate understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena; the hero's journey, quest or task).</p> <p><b>W 6.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W 6.9a:</b> Apply grade 6 Reading standards to literature (e.g., "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.").</p> <p><b>W 6.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p>	

for a range of discipline-specific tasks, purposes, and audiences.

**SL 6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

**SL 6.1a:** 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.

**SL 6.1b:** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**SL 6.1c:** Posing and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**SL 6.1d:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL 6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL 6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL 6.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 65 for specific expectations.)

**L 6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 6.2a:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**L 6.2b:** Spell correctly.

**L 6.3:** Apply knowledge of language and its conventions when writing, speaking, reading or listening

**L 6.3a:** Vary sentence patterns for meaning, reader/listener interest, and style.

**L 6.3b:** Maintain consistency in style and tone.

**L 6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L 6.4a:** 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.

**L 6.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

**L 6.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L 6.5b:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**L 6.5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

**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.

**Possible resources, suggested texts, and model units:**

ENGAGE NY Module 1 on Myths

StoryWorks, Scholastic

*Hunt for Medusa's Head*, play (Oct. 2012)

*Legend of King Midas*, play (Oct. 2011)

*Percy Jackson and The Olympians*, play (Jan 2010)

*Medusa: My Side of the Story*, Scholastic

**Video: (some may need "editing" or only show certain scenes)**

*Clash of the Titans* (1981) version

*Percy Jackson and the Olympians: The Lightning Thief* (2010)

*Hercules* (1997)

*The Odyssey* (1997)

*Troy* (2004)

SAMPLE