

Lady Liberty Academy

# Sixth Grade Curriculum

# Language Arts

# Revised 2014

Introduction

Lady Liberty Academy's Common Core Standards curriculum is built upon interdisciplinary thematic units for each 14-week trimester. Within each theme are essential "Big Idea" questions that are geared to foster a love of learning and a desire to understand the world around us.   Thematic units also offer an academically rigorous and effective method of approaching the Common Core Standards.   Multiple novels, children's magazines, nonfiction texts, math manipulatives, and iPads make up the majority of materials in the classrooms. Our curricula is “living”, which means it is continuously refined to meet the needs of students by being relevant and engaging.

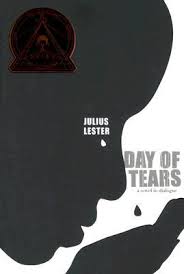
Lady Liberty Academy recognizes that all students learn at different rates; therefore, teachers need to meet students at their current academic level, whether it's below grade level or above.  The ***Vertical Progression Guide*** document outlines each standard as it develops in complexity through the grade levels.  Teachers are expected to use the ***Vertical Progression Guide*** to fill in gaps in learning from previous grades, and to challenge advanced students who are ready for above-grade-level assignments. A vertical progression guideline is located at the end of each grade level curriculum.

All of our curriculum units may be found online through the ***Departments*** tab on our school website at [www.LLACS.org](http://www.LLACS.org).

6th Grade Yearly Overview

|  |  |  |  |
| --- | --- | --- | --- |
|  | Trimester 1 | Trimester 2 | Trimester 3 |
| Reading Standards | RI 6.1, RL6.2,RL 6.3, RI6.4, RL6.5, RL6.6 RL6.7, RI6.9 | RL 6.1, RI6.2,RI 6.3, RL6.4, RI6.5, RI6.6 RI6.7, RI6.8, RL6.9 | RL 6.1, RI 6.1, RI6.2,RL 6.3, RL6.4,RI 6.4 RI 6.5, RI6.7, RI 6.9 |
| Writing Standards | W6.3, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10 | W6.2, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10 | W6.1, W6.4, W6.5, W6.6, W6.7, W6.8, W6.9, W6.10 |
| Speaking and Listening | SL6.1, SL6.2, SL6.6 | SL6.1, SL6.2, SL6.6 | SL6.1, SL6.2, SL6.5 |
| Language Standards | L6.1, L6.2 | L6.3, L6.4 | L6.5, L6.6 |
| Themes | “Do You See What I See?” | “ Don’t Judge Me!” | “Say It Loud” |
| Text | Day of Tears/The Outsiders | The Outsiders/ The Autobiography of Malcolm X | The Autobiography of Malcolm X/A Midsummer Night’s Dream |
| Writing | NARRATIVE/EXPOSITORY | EXPOSITORY | PERSUASIVE |
| Test Dates | SEPT 19TH  OCTOBER 3RD  OCTOBER 17TH  OCTOBER 30TH  NOVEMBER 14TH | DECEMEBER 5TH  DECEMBER 19TH  JANUARY 16TH  JANUARY 30TH  FEBRAURY 13TH  FEBRUARY 27TH  MARCH 13TH | MARCH 27TH  APRIL 10TH  APRIL 24TH  MAY 1ST  MAY 15TH  MAY 29TH  JUNE 12TH |

6.1 Do You See What I See?



This 14-week unit will focus on how people’s culture and experiences impact their perspectives of the world. Students will explore what it means to see both sides of an issue and also how people react when something evil can no longer be tolerated. Debates will be about the power people can have if they learn the art of persuading others to “see what they see”. Students will connect that knowledge to today’s world and to the events that occur around them with the goal of making the world a better place.

Essential Questions:

* How does one's environment affect the way he/she sees the world?
* In what ways do people of the same culture share the same point of view, and when does it differ?
* How can the analysis of different points of view in history historical help change your world for the better today and in the future?
* How does one best convince others to see his/her point of view?

Videos and Images for Tier One Background Knowledge:

Day of Tears book trailer: <http://www.youtube.com/watch?v=aq1wEVoW6P4>

[*http://www.youtube.com/watch?v=Jc1RbUxQv4E*](http://www.youtube.com/watch?v=Jc1RbUxQv4E) *(History of Slavery Part I)*

[*http://www.youtube.com/watch?v=YPXHrMDvBm0*](http://www.youtube.com/watch?v=YPXHrMDvBm0) *(history of Slavery Part II)*

[*http://www.youtube.com/watch?v=MZkpU\_ioRKw*](http://www.youtube.com/watch?v=MZkpU_ioRKw) *(History of Slavery Part III)*

Supplemental Materials:

*Informational Text:*

*http://www.pbs.org/wnet/slavery/experience/family/history.html*

[*http://www.pbs.org/wgbh/aia/part4/4p2918.html*](http://www.pbs.org/wgbh/aia/part4/4p2918.html)

*Excepts from:* [*http://www.southernspaces.org/2010/unearthing-weeping-time-savannahs-ten-broeck-race-course-and-1859-slave-sale*](http://www.southernspaces.org/2010/unearthing-weeping-time-savannahs-ten-broeck-race-course-and-1859-slave-sale)

[*http://www.lineages.com/slaves-and-their-owners/largest-slave-auction-in-american-history/*](http://www.lineages.com/slaves-and-their-owners/largest-slave-auction-in-american-history/)

*Incidents in the Lift of a Slave Girl:* [*http://wps.ablongman.com/wps/media/objects/1510/1546451/pdfs/incidents.pdf*](http://wps.ablongman.com/wps/media/objects/1510/1546451/pdfs/incidents.pdf)

[*http://www.biography.com/people/frederick-douglass-9278324#family-life-and-death*](http://www.biography.com/people/frederick-douglass-9278324#family-life-and-death) *(Fredrick Douglass)*

[*http://nationalhumanitiescenter.org/tserve/freedom/1609-1865/essays/aafamilies.htm*](http://nationalhumanitiescenter.org/tserve/freedom/1609-1865/essays/aafamilies.htm) *(family and slavery)*

*Fictional Text*

*Ain’t I A Woman by Sojourner Truth*

*The Slave Auction BY* [*Frances Ellen Watkins Harper*](http://www.poetryfoundation.org/bio/frances-ellen-watkins-harper)

Key Vocabulary: (in addition to vocabulary from the novel)

Perspective

Abolitionist

Enslave

Emancipation

Discrimination

Abraham Lincoln

Emancipation Proclamation

Civil War

Slavery

The Weeping Time

Auctioneer/Auction

Novel:

Day of Tears by Julius Lester (DRA 60)

Emma is the property of Pierce Butler and has taken care of his daughters, Sarah and Frances, since their parents divorced. Emma wants to raise the girls to have good hearts, like their mother's, even as a rift in morals has ripped the Butler household apart. Sarah and her mother oppose the inhumanity of slavery, while Frances and her father believe in the Southern way of life and treatment of blacks.

Now, to pay off mounting gambling debts, Pierce decides to cash in his "assets" and host the biggest slave auction in American history. At the price of his humanity, he reaps just over $300,000 as the skies weep nonstop on the proceedings below. For although Butler had promised Emma's parents not to sell her, money, desperation, and greed enable him to justify any misdeed. Through flashbacks and flash-forwards, and shifting first-person points of view, readers will travel with Emma and others through time and place, and come to understand that every decision has consequences, and final judgments is handed down not by man, but by his maker.

Vocabulary from Novel

Unceasingly

Never stopping; continuous

Precarious

dependent on circumstances beyond one's control; uncertain

Endure

To hold out against a difficult situation; to bear without resistance

Commiserated

to express your sympathy for someone who is unhappy about something

Waded

to walk through water that is not deep

Sideboard

a long low piece of furniture usually in a dining room used for storing plates, glasses, etc.

Racket

a loud noise

Gangrene

a condition in which your flesh decays in part of your body, because blood has stopped flowing there as a result of illness or injury.

Squandered

to carelessly waste money, time, opportunities, etc.

Sentiment

an opinion or feeling you have about something.

Utilizing DRA Levels To Increase Student’s Reading Comprehension

**Teachers should refer to these guidelines when conferring with students in guided reading and writing in order to build students’ abilities to read increasingly complex texts.**

**What a level 40 reader needs to get to level 50+**

* Be a fluent reader
* Learns new words from text
* Able to to put themes into own words
* Deep connections with other texts to help understanding
* Compare/contrast themes, topics, character traits, etc within and between texts
* Demonstrates complete understanding of text through writing
* Makes deep inferences

**What a level 50+ reader needs to get a level 60**

* Recognizes cultural influences of a text
* Reads like a writer
* Recognizes the purposes and structures of different genres
* Able to interpret symbolism and themes
* Thinks about multiple themes in texts
* Reads a large amount of informational text with comprehension
* Knows when comprehension is lost and use fix up strategies

**What a level 60 reader needs**

* Recognizes parallel plot structures
* Recognizes complex and literal language
* Can interpret more abstract themes and symbolism
* Analyzes complex characters
* Uses all the features of informational text to comprehend
* Summarizes informational text with main idea and supporting details
* Analyzes author’s validity and position

**Questions/comments for conferring**

*Error Correction Utilizing DRA Levels Reading Behaviors*

*Penn Elementary, San Diego, CA*

**DRA Level 40**

* Is the theme or big idea similar o other books you have read? Give examples.
* How have the characters influenced each other?
* How does the author reveal the character (s)?
* How does the reading this genre different from other genres?
* What connections did you make? How did that help you as a reader?
* Summarize what you read.
* What was the author’s purpose in writing this text? Theme? Main ideas?

**DRA Level 50+**

* How would the story change if it were written in a different place or time?
* What do you know about this culture? How did that help you understand the story?
* What does this mean? What symbolism is used?
* What is the theme of the book? Is there more than one theme? What evidence in the story supports your theme?
* What is the main idea of this informational article? What are the supporting details?
* Summarize what you read

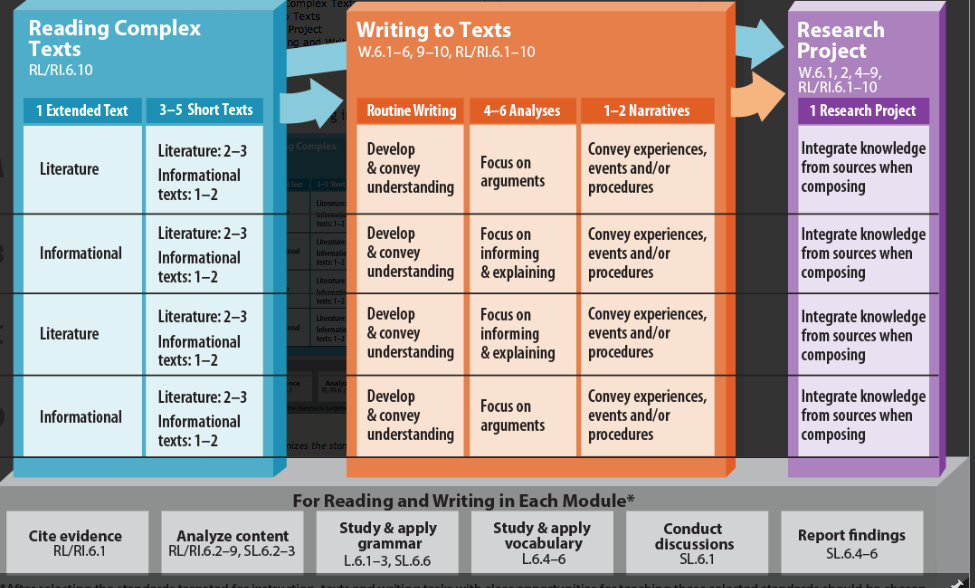
**DRA Level 60**

* Is there more than one plot? Explain
* How have the characters influenced on another?
* What themes have you thought about so far?  
  Do you agree with the character’s actions?
* What is the author’s opinion? What evidence do you have?
* Is the author a valid source for this information? How do you know?
* Summarize what you have read so far. How does this compare with what you have read before on the topic?

Common Core Standards Taught In This Unit

|  |  |  |  |
| --- | --- | --- | --- |
| **Tri 1** | **Standard** | **Objective** | **Assessment and Date Assessed** |
| RI 5.1 | Quote text accurately to explain explicit and inferential ideas. | Identify relevant quotes to support an explicit/inferential idea from the text.  Explain explicit/inferential ideas by citing appropriate details/examples from the text. | A Tale of Segregation: Fetching Water |
| RL 5.2 | Determine theme from text details; summarize | Summarize the text.  Analyze how a speaker's reflections on a topic lead to the theme of a poem.  Analyze how a character's response to challenges leads to the theme of a story, drama, or poem.  Determine the theme/central idea.  Determine a theme of a story, drama, or poem. | Twins Luck |
| RL 5.3 | Compare/contrast elements of story using text details | Compare and contrast characters, setting, or plot using specific details from the text (how plot relies on setting, how events affect character/development, etc.). | The Homework Hubbub |
| RI 5.4 | Determine academic vocabulary & domain-specific word meanings | Determine the meaning of unfamiliar academic and domain- specific words/phrases using context. | To the Moon And Back (Figurative Language)  Digging Deeper(Vocabulary) |
| RL 5.6 | Describe how narrator/speaker's point of view influences description of events | Identify narrator's/speaker's point of view.  Explain how narrator's/speaker's point of view influences how events are described. | The Black Stallion  Answer Key found on NJDOE website |
| RL 5.5 | Explain how text parts provide overall structure of a text | Explain how chapters/ scenes/ stanzas fit together to provide structure in stories/ dramas/ poems. | RL 5.5 Assessment |
| RL5.7 | Analyze how visual/multimedia elements contribute to the meaning/tone/beauty of a text  . | Analyze how visual/multimedia elements contribute to meaning, beauty, or tone of a text. | Fly Away |
| RI 5.9 | Combine information from several texts on the same topic to write/speak about the subject. | Identify the important points that are presented as similar/different in two or more texts.  Analyze how/why the key details/important points presented in two texts are similar/different.  Synthesize information from two or more texts.  Evaluate the effectiveness/quality of the information presented in two or more texts. | Marco Polo (Informational) |
| W5.2 | Write an informative text on a specific topic | Develop topic with facts/definitions/details/quotations/other information/examples related to the topic in an informative/explanatory text.  Group related information logically in an informative/explanatory text.  Include formatting/illustrations/multimedia when useful to aiding comprehension in an informative/explanatory text.  Introduce a topic clearly in an informative/explanatory text.  Link ideas within categories of information using words/phrases/clauses in an informative/explanatory text.  Provide a concluding statement/section related to the information/explanation presented. | Write an essay that identifies the person and the advice you would give. Choose a familiar subject so that you can provide details and elaboration that explain why this person needs your advice. |
| W5.3 | Write narratives to develop real/imagined experiences/events using effective technique/descriptive details/clear event sequences | Organize an event sequence that unfolds naturally.  Orient the reader by establishing a situation/introducing a narrator/characters.  Provide a conclusion that follows from narrated experiences/events.  Use a variety of transitional words/phrases/clauses to manage sequence of events.  Use concrete words/phrases/sensory detail to convey experiences/events precisely.  Use narrative techniques to show the responses of characters to situations.  Use narrative techniques to develop experiences/events. | Write a story about this 6th grader, and how he deals with his problem |
| L.5.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | CCSS.ELA-Literacy.L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  CCSS.ELA-Literacy.L.5.1c Use verb tense to convey various times, sequences, states, and conditions.  CCSS.ELA-Literacy.L.5.1d Recognize and correct inappropriate shifts in verb tense.\*  CCSS.ELA-Literacy.L.5.1e Use correlative conjunctions (e.g., either/or, neither | Question Bank: L.5.1 |
| L.5.2 | Demonstrate command of standard English capitalization, punctuation, and spelling when writing. | CCSS.ELA-Literacy.L.5.2a Use punctuation to separate items in a series.\*  CCSS.ELA-Literacy.L.5.2b Use a comma to separate an introductory element from the rest of the sentence.  CCSS.ELA-Literacy.L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).  CCSS.ELA-Literacy.L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.  CCSS.ELA-Literacy.L.5.2e Spell grade-appropriate words correctly, consulting references as needed. | Question Bank: L.5.2 |

PARCC FRAMEWORK FOR ELA

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Assessments

Measuring Up Live

PARCC Assessments (sample, mid-year, end-of-year)

Teacher Assessments

6.2: Don’t Judge Me

This 14-week unit focuses on exploring stereotypes throughout history to present day and the impact of such perceptions. Students will discuss, read, and analyze the concepts of individuality versus societal “norms” and fitting in.



Essential Question

* How do perceptions lead to stereotyping and pressure to conform?
* Which is more important: individuality or social acceptance?

Building Background Knowledge:

Topics mentioned in the novel to cover before the respective chapter: (through video/audio clips and images)

* Musician groups mentioned in the novel: The Beatles, Elvis Presley, and Hank Williams, Sr.
* Then and now picture of S.E. Hinton
* Map of the U.S to show where Oklahoma and the city of Tulsa are located.
* Paul Newman – then and now, and something from “Newman’s Own”
* Cars of the 60’s, particularly trucks, Corvettes, Corvairs, and Mustangs
* Hairstyles of the 60’s
* Clothing styles of the 60’s, particularly jeans and madras
* Picture of poet Robert Frost
* Copies or pictures of *Great Expectations* by Charles Dickens and *Gone With the Wind* by Margaret Mitchell
* Rodeo events such as Barrel Racing
* Old drive-in movie theaters
* Sunsets
* President Kennedy, President Johnson, President Nixon,

Supplemental Materials

Informational Texts:

Mapping Stereotypes: <http://alphadesigner.com/mapping-stereotypes/>

Mapping US Stereotypes: <http://www.liberalamerica.org/2014/04/28/the-stereotype-map-of-every-u-s-state-according-to-british-people/>

“How Stereotypes Take Shape” <http://www.psmag.com/navigation/health-and-behavior/knowledge-process-information-scotland-stereotypes-take-shape-86697/>

Fictional:

“Richard Cory” by Edward Arlington Robinson

“Nothing Gold Can Stay” Robert Frost

“Wear the Mask” Paul Laurence Dunbar

“The Lily” by William Blake

“Its Tough To Be A Teenager” Tony Overman

Short Stories:

*Things Get Hectic: Teens Write About the Violence that Surrounds Them* by Geoffrey Canada

“The Flowers” Alice Walker (<http://theliterarylink.com/flowers.html>)

*Romeo and Juliet (*[*http://www.kidsloveshakespeare.com/wp-content/uploads/2011/09/RJsummary.pdf*](http://www.kidsloveshakespeare.com/wp-content/uploads/2011/09/RJsummary.pdf)*)*

Novel

The Outsiders by S.E. Hinton

According to Ponyboy, there are two kinds of people in the world: greasers and socs. A soc (short for "social") has money, can get away with just about anything, and has an attitude longer than a limousine. A greaser, on the other hand, always lives on the outside and needs to watch his back. Ponyboy is a greaser, and he's always been proud of it, even willing to rumble against a gang of socs for the sake of his fellow greasers--until one terrible night when his friend Johnny kills a soc. The murder gets under Ponyboy's skin, causing his bifurcated world to crumble and teaching him that pain feels the same whether a soc or a greaser. This classic, written by S. E. Hinton when she was 16 years old, is as profound today as it was when it was first published in 1967.

Vocabulary From Novel

Chapter 1:  
\*madras: cotton, plaid material (for clothing) \*cowlick: an unruly tuft of hair \*unfathomable: difficult or impossible to

understand

Chapter 2:

hastily: quickly, without much thought roguishly: playfully mischievous; devilishly \*incredulous: skeptical; disbelieving

Chapter 3:  
\*gallant(ly): brave; courageous; dashing \*aloof(ness): indifference; emotional distance \*elite: privileged; the best of a class

Chapter 4:

apprehensive: anxious or fearful about the future defiance: bold resistance (to authority) contemptuously: disrespectfully; scornfully

Chapter 5:  
\*reluctant(ly): unwilling(ly)  
\*eluded: failed to be remembered or understood; escaped from memory  
\*fiend: an addict

Chapter 6:  
\*keeled: to fall or faint  
\*towheaded: having light, almost white blonde hair

Chapter 7:  
\*mimicked: copied someone’s speech \*juvenile delinquent: a juvenile (kid) guilty of

criminal behavior; troublemaker \*aghast: struck with fear

Chapter 8:  
\*faltered: paused uncertainly  
\*diverted: to deliberately take someone's

attention from something by making them think

about or notice other things dogged(ly): with stubborn determination

Chapter 9:  
\*“spruced up”: dressed in fancy or formal clothing \*grimaced: twisted your face in an ugly way

because you don’t like something, you’re in pain,

or you’re trying to be funny  
stifle: to stop something from happening

Chapter 10:  
\*stupor: a state in which you cannot think, speak,

see, or hear clearly  
\*delirious: sudden, severe confusion \*reckless: not caring or worrying about the

possible bad or dangerous results of your actions

Chapters 11-12:  
\*bewildered: totally confused  
\*acquitted: court states that someone is not guilty of a crime  
\*composition: a piece of writing

Utilizing DRA Levels To Increase Student’s Reading Comprehension

**Teachers should refer to these guidelines when conferring with students in guided reading and writing in order to build students’ abilities to read increasingly complex texts.**

**What a level40 reader needs to get to level 50+**

* Be a fluent reader
* Learns new words from text
* Able to to put themes into own words
* Deep connections with other texts to help understanding
* Compare/contrast themes, topics, character traits, etc within and between texts
* Demonstrates complete understanding of text through writing
* Makes deep inferences

**What a level 50+ reader needs to get a level 60**

* Recognizes cultural influences of a text
* Reads like a writer
* Recognizes the purposes and structures of different genres
* Able to interpret symbolism and themes
* Thinks about multiple themes in texts
* Reads a large amount of informational text with comprehension
* Knows when comprehension is lost and use fix up strategies

**What a level 60 reader needs**

* Recognizes parallel plot structures
* Recognizes complex and literal language
* Can interpret more abstract themes and symbolism
* Analyzes complex characters
* Uses all the features of informational text to comprehend
* Summarizes informational text with main idea and supporting details
* Analyzes author’s validity and position

**Questions/comments for conferring**

*Error Correction Utilizing DRA Levels Reading Behaviors*

*Penn Elementary, San Diego, CA*

**DRA Level 40**

* Is the theme or big idea similar o other books you have read? Give examples.
* How have the characters influenced each other?
* How does the author reveal the character (s)?
* How does the reading this genre different from other genres?
* What connections did you make? How did that help you as a reader?
* Summarize what you read.
* What was the author’s purpose in writing this text? Theme? Main ideas?

**DRA Level 50+**

* How would the story change if it were written in a different place or time?
* What do you know about this culture? How did that help you understand the story?
* What does this mean? What symbolism is used?
* What is the theme of the book? Is there more than one theme? What evidence in the story supports your theme?
* What is the main idea of this informational article? What are the supporting details?
* Summarize what you read

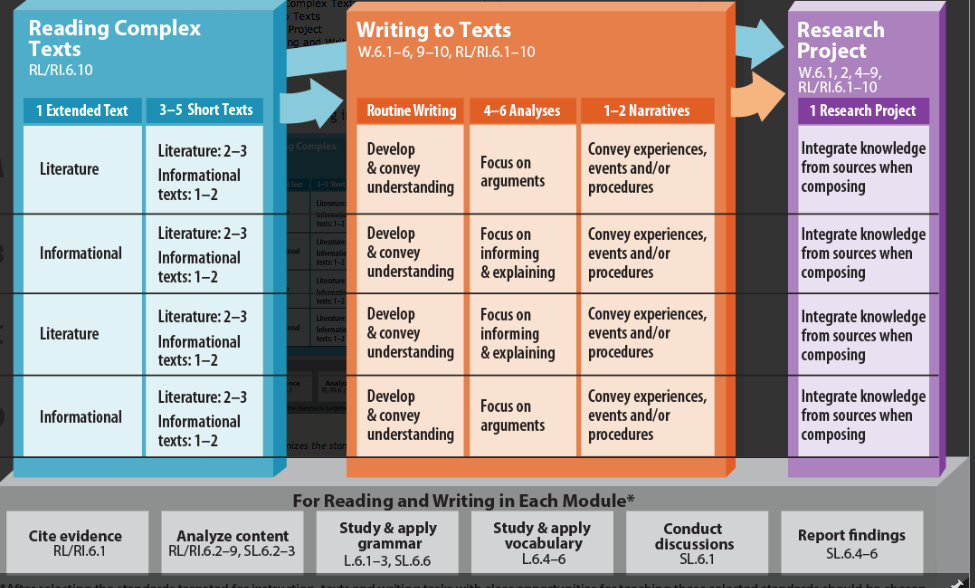
**DRA Level 60**

* Is there more than one plot? Explain
* How have the characters influenced on another?
* What themes have you thought about so far?  
  Do you agree with the character’s actions?
* What is the author’s opinion? What evidence do you have?
* Is the author a valid source for this information? How do you know?
* Summarize what you have read so far. How does this compare with what you have read before on the topic?

# Common Core Standards Taught In This Unit

|  |  |  |  |
| --- | --- | --- | --- |
| *Trimester 2* | *Standard* | *Objective* | *Assessment* |
| *R.L 6.1* | *Cite text explicitly when analyzing & inferencing* | *Explain explicit/inferential ideas by citing appropriate details/examples from the text.* | *What’s Weird?* |
| *R. L 6.4* | *Determine the meaning of figurative/non- figurative/connotative words and phrases; analyze word choice impact* | *Identify specific words/phrases that create meaning/tone in a text.*  *Analyze how a specific word/phrase creates meaning/tone in a text.*  *Determine connotative meanings of words/phrases using context.*  *Determine figurative meanings of words/phrases using context.* | *Fatty Foods Flunk Out of School (figurative language)* |
| *R.L 6.9* | *Compare/contrast texts in different forms or genres in terms of their approaches to similar themes and topics* | *Identify the similarities/differences between how stories in different literary genres approach similar themes/topics*  *Analyze how/why two or more texts from different genres/form approach themes/topics in similar/different ways.*  *Evaluate the effectiveness/usefulness of the similar/different approach to themes/topics between the texts.* | ***NURSERY RHYMES FOR THE******TENDER-HEARTED*** *by Christopher Morley and* ***ROACHES*** *by Peter Wild* |
| *R.I 6.2* | *Determine theme/central idea from text details; objectively summarize* | *Objectively summarize the text.*  *Explain how the central idea/theme is conveyed by particular details.*  *Identify a theme or central idea of the text.*  *Synthesize main ideas/details to determine a theme/central idea.*  *Determine a theme of a story,drama, or poem.* | *Heavy Metal (Main Idea)* |
| *R. I 6.3* | *Analyze the development of key concepts* | *Identify the specific ways (examples, anecdotes, diagrams, pictures, timelines, etc.) an important individual/event/idea is presented in a text.*  *Explain the effect of the development of key details on the reader's understanding of a key individual/event/idea.* | *Dorthea Lange and Blugee* |
| *RI 6.5* | *Analyze how a part of the text fits into the overall structure of the text; contributes to the development of ideas* | *Analyze how a sentence/ paragraph/ chapter/ section contributes to the development of ideas in a text.*  *Analyze how a sentence/ paragraph/ chapter/ section fits into the overall structure of a text.* | The Awakening: An Excerpt from How the Other Half Lives (1890)  *The Journey to Germany (1552) by Amroise Paré: An Excerpt from Journeys in Diverse Places* |
| *RI 6.6* | *Determine author's point of view or purpose using textual evidence* | *Explain how the author's point of view or purpose is conveyed in the text.*  *Analyze how words/ punctuation/ emphasis on ideas reflect author's point of view.*  *Analyze how format/ text features/ key ideas reflect author's purpose.* | *Man and the Actor by Richard Mansfield: An Excerpt from 19th Century Actor Autobiographies* |
| *RI 6.8* | *Trace/Evaluate the argument/claims in a text; distinguish claims that are/are not supported by reasons/evidence* | *Identify claims that are supported by reasons/evidence from those that are not.*  *Explain how textual evidence helps the author make an argument.*  *Evaluate the argument/claims/supporting details in a text.* | *Man and the Actor by Richard Mansfield: An Excerpt from 19th Century Actor Autobiographies* |
| *RI 6.7* | *Integrate various media, format, and/or words to understand a topic.* | *Identify how visual/visuals aid in comprehension of a text.*  *Identify the similarities/differences between a text and an audio/video/multimedia version.*  *Analyze how visual/visuals aid in comprehension of a text.*  *Evaluate the extent to which visual/visuals aid in comprehension of a text.* | Emancipation Proclamation (1863): An Excerpt from American Historical Documents (1000-1904) |
| *W6.1* | *Write arguments to support claims with clear reasons/relevant evidence* | *Establish a formal style in an argumentative piece.*  *Introduce claims in an argumentative piece.*  *Maintain a formal style in an argumentative piece.*  *Organize reasons/evidence clearly in an argumentative piece.*  *Provide a concluding statement/section that follows from the argument presented in an argumentative piece.*  *Support claims with clear reasons/relevant evidence, demonstrating an understanding of the topic or text in an argumentative piece.*  *Support claims with clear reasons/relevant evidence, using credible sources in an argumentative piece.*  *Use words/phrases/clauses to clarify the relationships among claims/reasons in an argumentative piece.* | *Write a letter to the mall owners explaining you opinion on the issue. Be sure to convince the mall owners of your opinion by including specific details to support your position.* |
| *W6.2* | *Write an informative text including formatted text features* | *Gather information about a topic from a variety of reliable print and digital sources.*  *Use specific words or phrases that support a consistent formal style.*  *Provide a concluding statement/section related to the information/explanation presented.* | *Write an essay explaining what "dress for success" means to you.* |
| *L.6.3* | *Use 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.* | **Question Bank: L.6.3** |
| *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.6.4c. 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).* | **Question Bank: L.6.4** |

PARCC FRAMEWORK FOR ELA

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Assessments

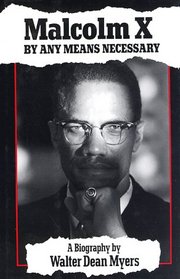
Measuring Up Live

PARCC Assessments (sample, mid-year, end-of-year)

Teacher Assessments

6.3 Say It Loud!

This 14-week unit focuses on learning about equality through leaders such as Nelson Mandela, Barack Obama, Martin Luther King, Jr., and Malcolm X. For example, Malcolm X was an influential man in a time of change in America.  He was not widely celebrated and was often misunderstood or misrepresented.  Students will discuss and ultimately conclude that leaders must be resilient, must overcome challenges, must stand up for what they believe in – even if it is not widely accepted, and that leaders may be nontraditional and/or controversial figures.





Essential Questions

* How do our leaders take action on their beliefs about equality?
* How do we think about equality?
* How can we take action on our beliefs about equality?

Building Background Knowledge

* By Any Means Necessary: <http://www.youtube.com/watch?v=hhg6LxyTnY8>
* Martin Luther King and Malcolm X Debate: <http://www.youtube.com/watch?v=h4PqLKWuwyU>
* Malcolm X: The Last Speech <http://www.youtube.com/watch?v=HzadDomO5cA>

Supplemental Materials:

Non-fictional Texts:

*I Know Why The Cage Bird Sings* by M

Letter From a Birmingham Jail Dr. King

Growing Up Jim Crow: <http://uncpress.unc.edu/books/T-7595.html>

Children of Jim Crow <http://americanradioworks.publicradio.org/features/remembering/children.html#16>

Ku Klux Klan: <http://www.pbs.org/wnet/jimcrow/stories_events_kkk.html>

Elijah Muhammad: <http://www.pbs.org/wgbh/amex/malcolmx/peopleevents/e_noi.html>

Malcolm X’s Letter to Elijah Muhammad: <http://www.onbeing.org/program/progressive-islam-america/feature/malcolm-xs-letter-elijah-muhammad/2170>

Malcolm X and The Nation of Islam: <http://www.ushistory.org/us/54h.asp>

Malcolm X and The Nation of Islam: <https://www.britannica.com/blackhistory/article-260832>

Fictional:

Short Stories (Pull excepts from <http://www.aarp.org/politics-society/history/voices-of-civil-rights/read-all-stories.html>)

Novel

*Malcolm X: By Any Means Necessary* by Walter Dean Myers

In his preface, Newbery Honor book author Myers notes that Malcolm X's pivotal impact on the civil rights movement of the '60s was the result of his distinctive, dramatic approach: "It was Malcolm's anger, his biting wit, his dedication, that put the hard edge on the movement, that provided the other side of the sword, not the handle of acceptance and nonviolence, but the blade." Appropriately, it is with incisive, precise prose that the author chronicles the labyrinthine path of Malcolm's life, from his 1925 birth in Omaha to his assassination in Harlem 40 years later. Seamlessly fusing historical notes on the era with the activist's story, Myers tells of Malcolm's childhood, which was greatly influenced by his father, a disciple of Marcus Garvey; his life as a youth on the streets of Harlem and Boston, where he was convicted of burglary; his self-education while imprisoned for more than six years; his crucial role in and eventual split from the Nation of Islam; and his pilgrimage to Mecca, which inspired his Organization of Afro-American Unity, established "to unify Africans on an international basis." The inclusion of quotations from Malcolm X's eloquent autobiography brings an added dimension to Myers's account and successfully rounds out this carefully researched portrait of a deeply devoted individual. Ages 10-up.

Vocabulary from Novel

precinct

division of a city for election or police purposes; precincts: space that surrounds a building; Ex. precincts of the college

valor

heroic courage; bravery

exploit

to take advantage of

clemency

leniency and compassion shown toward offenders by a person or agency charged with administering justice

philosophy

a belief (or system of beliefs) accepted as authoritative by some group or school

invincible

(adj.) not able to be defeated, unbeatable

self-determination

the power to make decisions about one's own future

reform school

correctional institution for the detention and discipline and training of young or first offenders

fugitive

someone who is sought by law officers

caliber

Quality

elite

selected as the best

caustic

harsh or corrosive in tone

affluent

rich, wealthy

racket

an illegal enterprise (such as extortion or fraud or drug peddling or prostitution) carried on for profit

patriot

one who loves and defends his or her country

brawn

muscular strength

nationalistic

devotion to the interests or culture of a particular nation including promoting the interests of one country over those of others

inferior

of or characteristic of low rank or importance

capital

wealth in the form of money or property owned by a person or business and human resources of economic value

ablution

A washing or cleansing, especially of the body

convoy

escort in transit

appalled

struck with fear, dread, or consternation

perspective

point of view

docile

easily handled or managed

robust

rough and crude

coalition

the union of diverse things into one body or form or group

boycott

a group's refusal to have commercial dealings with some organization in protest against its policies

doctrine

a belief (or system of beliefs) accepted as authoritative by some group or school

retaliate

take revenge for a perceived wrong

entourage

the group following and attending to some important person

infiltrate

pass through an enemy-line

precarious

not secure

scathing

bitterly severe, withering; causing great harm

infidelity

the quality of being unfaithful

royalties

share of earnings given as payment

separatist

an advocate of racial or cultural separation

expatriate

move away from one's native country and adopt a new residence abroad

emulate

strive to equal or match, especially by imitating

cosmopolitan

growing or occurring in many parts of the world

Utilizing DRA Levels To Increase Student’s Reading Comprehension

**Teachers should refer to these guidelines when conferring with students in guided reading and writing in order to build students’ abilities to read increasingly complex texts.**

**What a level40 reader needs to get to level 50+**

* Be a fluent reader
* Learns new words from text
* Able to to put themes into own words
* Deep connections with other texts to help understanding
* Compare/contrast themes, topics, character traits, etc within and between texts
* Demonstrates complete understanding of text through writing
* Makes deep inferences

**What a level 50+ reader needs to get a level 60**

* Recognizes cultural influences of a text
* Reads like a writer
* Recognizes the purposes and structures of different genres
* Able to interpret symbolism and themes
* Thinks about multiple themes in texts
* Reads a large amount of informational text with comprehension
* Knows when comprehension is lost and use fix up strategies

**What a level 60 reader needs**

* Recognizes parallel plot structures
* Recognizes complex and literal language
* Can interpret more abstract themes and symbolism
* Analyzes complex characters
* Uses all the features of informational text to comprehend
* Summarizes informational text with main idea and supporting details
* Analyzes author’s validity and position

**Questions/comments for conferring**

*Error Correction Utilizing DRA Levels Reading Behaviors*

*Penn Elementary, San Diego, CA*

**DRA Level 40**

* Is the theme or big idea similar o other books you have read? Give examples.
* How have the characters influenced each other?
* How does the author reveal the character (s)?
* How does the reading this genre different from other genres?
* What connections did you make? How did that help you as a reader?
* Summarize what you read.
* What was the author’s purpose in writing this text? Theme? Main ideas?

**DRA Level 50+**

* How would the story change if it were written in a different place or time?
* What do you know about this culture? How did that help you understand the story?
* What does this mean? What symbolism is used?
* What is the theme of the book? Is there more than one theme? What evidence in the story supports your theme?
* What is the main idea of this informational article? What are the supporting details?
* Summarize what you read

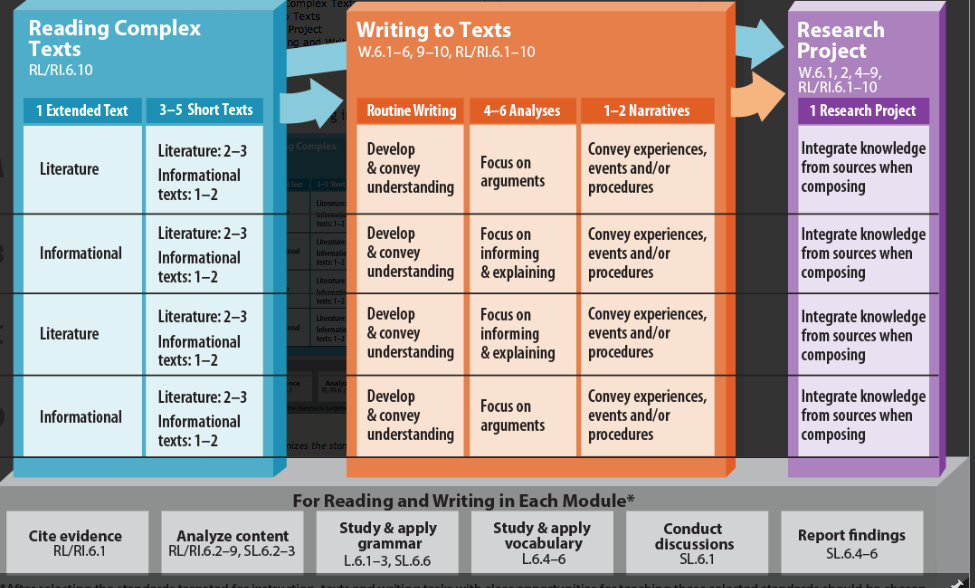
**DRA Level 60**

* Is there more than one plot? Explain
* How have the characters influenced on another?
* What themes have you thought about so far?  
  Do you agree with the character’s actions?
* What is the author’s opinion? What evidence do you have?
* Is the author a valid source for this information? How do you know?
* Summarize what you have read so far. How does this compare with what you have read before on the topic?

# Common Core Standards Taught In This Unit

|  |  |  |  |
| --- | --- | --- | --- |
| **Tri 3** | **Standard** | **Objective** | **Dates Assessed** |
| RI 5.1 | Quote text accurately to explain explicit and inferential ideas. | Identify relevant quotes to support an explicit/inferential idea from the text.  Explain explicit/inferential ideas by citing appropriate details/examples from the text. | *Homemade* |
| RL 5.1 | Quote text accurately to explain explicit and inferential ideas. | Identify relevant quotes to support an explicit/inferential idea from the text.  Explain explicit/inferential ideas by citing appropriate details/examples from the text. | *Keep Looking* |
| RI 5.2 | Determine two or more main ideas from the text; identify details that support the main idea; summarize | Identify detail(s) that support the main idea.  Summarize the text.  Explain how key details support the main idea.  Identify multiple main ideas of the text. | *Taking His Best Shots* and *The Secrets of the Humpback Whales* |
| RL 5.3 | Compare/contrast elements of story using text details | Compare and contrast characters, setting, or plot using specific details from the text (how plot relies on setting, how events affect character/development, etc.). | *The Red Fox* and *Kira Kira* |
| RI 5.4 | Determine academic vocabulary & domain-specific word meanings | Determine the meaning of unfamiliar academic and domain- specific words/phrases using context. | *Long Live the Vikings* |
| RL 5.4 | Determine the meaning of figurative and non-figurative words and phrases | Identify the meaning of figurative language such as metaphors/similes in a text, using context.  Identify the meaning of words/phrases as they are used in a text. | *Short Passages: RL 5.4* |
| RI 5.5 | Compare & contrast structural differences between two texts | Identify the overall structure of events/ideas/concepts/information in two or more texts.  Describe the overall structure of events/ideas/concepts/information in two or more texts.  Compare/contrast the overall structure of events/ideas/concepts/information in two or more text | Scientific Text: The Boston Cooking-School Cook Book Fannie Farmer |
| RI5.7 | Use information from multiple print/digital sources to solve problems. | Identify subheadings/headers/task bars/search functions to locate information.  Explain how subheadings/headers/task bars/search bars help solve text-based questions. | Recipes: Cooking with Deja and Dad |
| RI 5.9 | Combine information from several texts on the same topic to write/speak about the subject. | Identify the important points that are presented as similar/different in two or more texts.  Analyze how/why the key details/important points presented in two texts are similar/different.  Synthesize information from two or more texts.  Evaluate the effectiveness/quality of the information presented in two or more texts. | *Jean Sexton* and *Marguerite Thompson* |
| W5.1 | Write opinion pieces on topics/texts, supporting a point of view with reasons/information | Create an organizational structure in which ideas are logically grouped to support the writer's purpose in an opinion piece.  Introduce a topic or text clearly in an opinion piece.  Link opinions/reasons using words/phrases/clauses in an opinion piece.  Provide a concluding statement or section related to the opinion presented in an opinion piece.  Provide logically ordered reasons that are supported by facts/details.  State an opinion in an opinion piece. | *Which kind of pet is best, a cat or a dog?*  *You will explain your thinking with facts and reasons from the articles. Your teacher will also give you a page of “Pet Statistics” which you can use to support your opinion if you would like.* |
| W5.2  (SPIRAL) | Write an informative text on a specific topic | Develop topic with facts/definitions/details/quotations/other information/examples related to the topic in an informative/explanatory text.  Group related information logically in an informative/explanatory text.  Include formatting/illustrations/multimedia when useful to aiding comprehension in an informative/explanatory text.  Introduce a topic clearly in an informative/explanatory text.  Link ideas within categories of information using words/phrases/clauses in an informative/explanatory text.  Provide a concluding statement/section related to the information/explanation presented. | *Think of someone who is brave. Write to describe this person and explain how he or she shows bravery.* |
| W5.3  (SPIRAL) | Write narratives to develop real/imagined experiences/events using effective technique/descriptive details/clear event sequences | Organize an event sequence that unfolds naturally.  Orient the reader by establishing a situation/introducing a narrator/characters.  Provide a conclusion that follows from narrated experiences/events.  Use a variety of transitional words/phrases/clauses to manage sequence of events.  Use concrete words/phrases/sensory detail to convey experiences/events precisely.  Use narrative techniques to show the responses of characters to situations.  Use narrative techniques to develop experiences/events. | *Think about the times that you have been influenced by peer pressure. Write a personal narrative about a time when you were pressured to do something. What was the outcome?* |
| L.5.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | CCSS.ELA-Literacy.L.5.5a Interpret figurative language, including similes and metaphors, in context.  CCSS.ELA-Literacy.L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.  CCSS.ELA-Literacy.L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | *Question bank: L.5.5* |
| L.5.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | N/A | *Question Bank: L.5.6* |

PARCC FRAMEWORK FOR ELA

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Assessments

Measuring Up Live

PARCC Assessments (sample, mid-year, end-of-year)

Teacher Assessments (see below)