

Grade Six Language Arts Curriculum

Unit 1: Launch ELA Workshop

The students will read/write a variety of fiction focusing on devices and techniques writers use to craft a good story.

Unit 2: Informational Text

The students will read/write a variety of informational and argumentative texts.

Unit 3: Short Story

The students will read a variety of short stories. Students will write a literary essay identifying the common theme across various texts.

Unit 4: Poetry

The students will read a variety of poetry selections. Students will read closely, discuss, analyze and write about poetry.

Unit 5: Drama

The students will read a variety of dramas and adapt a familiar story into a script.

Grade: 6 Unit 1	Subject: Language Arts Pacing: Approximately four weeks Unit Theme: Launch ELA Workshop
Overarching Standards	<p>Reading Standards for Literature CC.6.R.L.10: 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>Reading Standards for Informational Text CC.6.R.I.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.</p> <p>Writing Standards CC.6.W.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.</p> <p>Speaking and Listening CC.6.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards CC.6.L.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.</p>
Enduring Understandings	<ol style="list-style-type: none"> 1. Writers depend on a variety of devices and techniques to craft a good story. 2. Readers depend on a variety of meta-cognitive strategies in order to engage with and comprehend text.
Essential Questions	<ol style="list-style-type: none"> 1. Who are you as a reader? 2. What strategies do readers use to select and engage in meaningful reading? 3. What devices and techniques do writers use to craft a good story/personal narrative?
Priority Standards	<p>Reading Standards for Literature R.L.1: Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Writing Standards CC.6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Speaking and Listening CC.6.SL.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.</p>
Supporting Standards	<p>Reading Standards for Literature CC.6.R.L.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.</p>

CC.6.R.L.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.

CC.6.R.L.6: Explain how an author develops the point of view of a narrator or speaker in a text.

CC.6.R.L.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Writing Standards

CC.6.W.2.a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CC.6.W.2.b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information examples.

CC.6.W.2.c: Use appropriate transitions to clarify the relationships among ideas and concepts.

CC.6.W.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.6.W.2.e: Establish and maintain a formal style.

CC.6.W.2.f : Provide a concluding statement or section that follows from the information or explanation present.

CC.6.W.3a: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally or logically.

CC.6.W.3.b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CC.6.W.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CC.6.W.3.d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CC.6.W.3e: Provide a conclusion that follows from the narrated experiences or events.

CC.6.W.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.)

CC.6.W.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.

Language Standards

CC.6.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.6.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.6.L.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.

CC.6.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.6.L.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.

Speaking and Listening

<p>CC.6.SL.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.</p> <p>CC.6.SL.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed..</p>

Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> ● Close Reading ● Conferencing ● Read Aloud ● Independent Reading ● Annotating Text ● Writers Craft (Mentor Texts/Models) 	<ul style="list-style-type: none"> ● Readers Workshop Notebooks ● Writers Workshop Notebooks ● Wide Range of Leveled Text ● Anchor Charts ● Mentor Text 	<ul style="list-style-type: none"> ● Readers & Writers Notebooks ● CFA ● Constructed Responses ● Class Discussion ● Conferences with Teacher/Students ● Small Group Discussion ● Personal Narrative ● Collaborative Narrative ● Traits of Writing ● Performance Task

<p>Grade: 6 Unit 2</p>	<p>Subject: Language Arts Pacing: Approximately eight weeks Unit Theme: Informational Text</p>
<p>Overarching Standards</p>	<p>Reading Standards for Informational Text CC.6.R.I.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.</p> <p>Writing Standards CC.6.W.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.</p> <p>Speaking and Listening CC.6.SL.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. CC.6.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards CC.6.L.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.</p>
<p>Enduring Understandings</p>	<ol style="list-style-type: none"> 1. Readers use knowledge of nonfiction text features and structures to support comprehension. 2. Readers think critically and ask questions to interpret, analyze, and evaluate informational text and author’s purpose. 3. Research expands and informs our prior knowledge and experience about a topic. 4. Writers will write arguments to support claims with clear reasons and relevant evidence.
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. How do text features and structures help authors communicate their information to readers? 2. How does research expand and inform our prior knowledge and experience about a topic? 3. How do readers think critically and ask questions to interpret, analyze, and evaluate informational text and author’s purpose? 4. How do writers write arguments to support claims with clear reasons and relevant evidence?
<p>Priority Standards</p>	<p>Reading Standards for Informational Text CC.6.R.I.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.6.R.I.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.</p> <p>Writing Standards CC.6.W.6.1 Students will write arguments to support claims with clear reasons and relevant evidence.</p>

	<p>CC.6.W.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.</p> <p>Speaking and Listening</p> <p>CC.6.SL.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.</p>
<p>Supporting Standards</p>	<p>Reading Standards for Informational Text</p> <p>CC.6.R.I.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).</p> <p>CC.6.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CC.6.R.I.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p>CC.6.R.I.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CC.6.R.I.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.</p> <p>CC.6.R.I.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.</p> <p>CC.6.R.I.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).</p> <p>Writing Standards</p> <p>CC.6.W.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CC.6.W.9.b: 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.”)</p> <p>Speaking and Listening</p> <p>CC.6.SL.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Language Standards</p> <p>CC.6.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.6.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

	<p>CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.6.L.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.</p> <p>CC.6.L.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.</p>
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> ● Close Reading ● Conferencing ● Read Aloud ● Independent Informational Reading ● Annotating Text ● Graphic Organizers for Information Text ● Mentor Text ● Turn and Talk 	<ul style="list-style-type: none"> ● Newsela (website) ● Readers Workshop Notebooks ● Writers Workshop Notebooks ● Wide Range of Leveled Text ● Anchor Charts ● Graphic Organizers ● Mentor Texts 	<ul style="list-style-type: none"> ● Readers & Writers Notebooks ● CFA (Cold Informational Read with Written Response) ● Constructed Responses ● Class Discussion ● Conferences with Teacher/Students ● Small Group Discussion ● Informational Paragraphs (2-3 one to four paragraphs including text features) ● Traits of Writing (Focus on Word Choice and Conventions) ● Performance Task

<p>Grade: 6 Unit 3</p>	<p>Subject: Language Arts Pacing: Approximately eight weeks Unit Theme: Short Story</p>
<p>Overarching Standards</p>	<p>Reading Standards for Literature CC.6.R.L.10: 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>Reading Standards for Informational Text CC.6.R.I.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.</p> <p>Writing Standards CC.6.W.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.</p> <p>Speaking and Listening CC.6.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards CC.6.L.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.</p>
<p>Enduring Understandings</p>	<ol style="list-style-type: none"> 1. Short stories are a genre of writing that include many distinct literary elements. 2. Authors use distinct literary elements to convey universal themes in a short story. 3. Effective pieces of writing are organized and clear, and illustrate the readers’ understandings about the text.
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. What are the distinct literary elements of a short story? 2. How do authors convey universal themes in short stories? 3. How do readers share their ideas and theories about short stories?
<p>Priority Standards</p>	<p>Reading Standards for Literature CC.6.R.L.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. CC.6.R.L.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Writing Standards CC.6.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Speaking and Listening</p>

	<p>CC.6.SL.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.</p> <p>CC.6.SL.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<p>Supporting Standards</p>	<p>Reading Standards for Literature</p> <p>CC.6.R.L.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.</p> <p>CC.6.R.L.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.</p> <p>CC.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>R.L.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Writing Standards</p> <p>CC.6.W.1.a: Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CC.6.W.1.b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CC.6.W.1.c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CC.6.W.1.d: Establish and maintain a formal style.</p> <p>CC.6.W.1.e: Provide a concluding statement or section that follows from the argument presented.</p> <p>CC.6.W.2.a: 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.</p> <p>CC.6.W.2.b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CC.6.W.2.c: Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CC.6.W.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.6.W.2.e: Establish and maintain a formal style.</p> <p>CC.6.W.2.f: Provides a concluding statement or section that follows from the information or explanation presented.</p> <p>CC.6.W.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.)</p> <p>CC.6.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed.</p> <p>Language Standards</p> <p>CC.6.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.6.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.6.L.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.</p> <p>CC.6.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

	CC.6.L.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.
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> ● Close Reading ● Conferencing ● Read Aloud ● Independent Reading ● Annotating Text ● Graphic Organizers (Distinct Literary Elements) ● Turn and Talk 	<ul style="list-style-type: none"> ● Readers Workshop Notebooks ● Writers Workshop Notebooks ● Wide Range of Leveled Text ● Anchor Charts ● Photographs ● Classroom Anthology ● Sample Literary Essays ● <u>Writing About Reading</u> ● Mentor Text ● Graphic Organizers 	<ul style="list-style-type: none"> ● Readers & Writers Notebooks ● CFA ● Constructed Responses ● Class Discussion ● Conferences with Teacher/Students ● Small Group Discussion ● Literary Response/Essays ● Performance Task

Grade: 6 Unit 4	Subject: Language Arts Pacing: Approximately eight weeks Unit Theme: Poetry
Overarching Standards	<p>Reading Standards for Literature CC.6.R.L.10: 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>Reading Standards for Informational Text CC.6.R.I.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.</p> <p>Writing Standards CC.6.W.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.</p> <p>Speaking and Listening CC.6.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards CC.6.L.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.</p>
Enduring Understandings	<ol style="list-style-type: none"> 1. Poets are inspired to write about topics that they care about and about which they are knowledgeable . 2. Poets use a variety of techniques (metaphor, simile, personification, onomatopoeia, hyperbole, & alliteration) to communicate their ideas. 3. Understanding the purposes and characteristics of poetry helps us read and write poetry.
Essential Questions	<ol style="list-style-type: none"> 1. What inspires us as poets? 2. What techniques, forms, and tools do poets use to communicate their ideas?
Priority Standards	<p>Reading Standards for Literature CC.6.R.L. 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone. CC.6.R.L. 7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing and 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>Speaking and Listening CC.6.SL. 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.</p>
Supporting Standards	<p>Reading Literature CC.6.R.L. 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.</p>

	<p>CC.6.R.L. 6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Reading Standards for Informational Text</p> <p>CC.6.R.I. 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.</p> <p>Writing Standards</p> <p>CC.6.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.6.W.9.a: 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>Language Standards</p> <p>CC.6.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.6.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.6.L.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.</p> <p>CC.6.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.6.L.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.</p>
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> ● Close Reading ● Conferencing ● Read Aloud ● Independent Informational Reading ● Annotating Text ● Turn and Talk ● Mentor Texts 	<ul style="list-style-type: none"> ● You Tube Poetry Readings ● Audio/Visual Texts ● Readers Workshop Notebooks ● Writers Workshop Notebooks ● Variety of Poems (anthology and other poetry collections per teacher) ● Anchor Charts ● Mentor Texts 	<ul style="list-style-type: none"> ● Readers & Writers Notebooks ● CFA Poetry/Figurative Language ● Constructed Responses ● Class Discussion ● Conferences with Teacher/Students ● Small Group Discussion ● Performance Task

<p>Grade: 6 Unit 5</p>	<p>Subject: Language Arts Pacing: Approximately five weeks Unit Theme: Drama</p>
<p>Overarching Standards</p>	<p>Reading Standards for Literature CC.6.R.L.10: 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>Reading Standards for Informational Text CC.6.R.I.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.</p> <p>Writing Standards CC.6.W.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.</p> <p>Speaking and Listening CC.6.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards CC.6.L.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.</p>
<p>Enduring Understandings</p>	<p>The playwright builds suspense through setting, stage directions and dialogue. The playwright reveals details about characters, setting and mood through the narrator.</p>
<p>Essential Questions</p>	<p>How does the playwright build suspense through setting, stage directions and dialogue? How does the narrator reveal details about the character, setting and mood?</p>
<p>Priority Standards</p>	<p>Reading Literature CC.6.R.L.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Writing CC.6.W. 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.)</p> <p>Speaking and Listening CC.6.SL.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>
<p>Supporting Standards</p>	<p>Reading Literature</p>

CC.6.R.L.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.

CC.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.

CC.6.R.L. 7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing and 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.

Writing

CC.6.W. 5: With some guidance and support from peers and adults, develop and strengthen writing as needed.

CC.6.W. 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 setting.

Language Standards

CC.6.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.6.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.6.L.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.

CC.6.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.6.L.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.

Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> ● Close Reading ● Conferencing ● Read Aloud ● Independent Reading of Drama ● Annotating Text ● Turn and Talk ● Mentor Texts ● Graphic Organizers 	<ul style="list-style-type: none"> ● Readers Workshop Notebooks ● Writers Workshop Notebooks ● Variety of Drama ● Graphic Organizers ● Mentor Texts ● Photographs ● Anchor Charts 	<ul style="list-style-type: none"> ● Readers & Writers Notebooks ● Constructed Responses ● Class Discussion ● Conferences with Teacher/Students ● Small Group Discussion ● Collaborative Performance Task