

Quashnet School  
Grade 6

<b>Name: I Won't Grow Up – Unit 1</b>
<b>STRAND: Reading and Literature/Reading and Information /Writing/Language/Speaking and Listening</b>
<b>ESSENTIAL GUIDING QUESTION: What distinguishes childhood from adulthood?</b>
<b>FOCUS QUESTIONS: What is a prequel? How do the experiences of reading compare to viewing? What is the meaning of what was read?</b>

<b>Massachusetts State Frameworks</b>	<b>Learning Expectations and Course Specific Goals</b>	<b>Instructional Strategies</b>	<b>Assessment Techniques</b>	<b>Materials, Supplies and Resources</b>	<b>Pacing Guide</b>
RL.6.7 RI.6.1  W.6.3  L.6.1 L.6.1(a) L.6.1(b)  SL.6.1 SL.6.1(a) SL.6.1(b)	<p>Student will be able to:</p> <p>Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what the “see” and “hear” when reading the text to what they perceive when the listen or watch.</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>Write narratives to</p>	<p>Activate prior knowledge</p> <p>Guided Reading</p> <p>Discussion</p> <p>Group Work</p> <p>Partner Work</p> <p>Questioning</p> <p>Modeling</p>	<p>Observation</p> <p>Formative Assessments such as the use of the students’ white boards</p> <p>Presentations</p> <p>Rubrics</p> <p>Quizzes</p> <p>Common Assessments</p> <p>Research Projects</p>	<p>Charlie and the Chocolate Factory</p> <p>The Secret Life of Grown-ups</p>	<p>Mid September - November</p>

	<p>develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking</p> <p>Ensure that pronouns are in the proper case</p> <p>Use intensive pronouns</p> <p>Engage effectively in a range of collaborative discussions</p> <p>Come to discussion prepared, having read or studies required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas</p> <p>Follow rules for collegial discussions,</p>				
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	set goals, deadlines, and define roles				
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## **Grade 6 Unit 1** **I Won't Grow Up**

### **Overview**

This first six-week unit of sixth grade starts off the year with reflections on childhood—from literature to poetry to students' own experiences.

Students build on their knowledge of books read in fifth grade (see the Common Core Curriculum Maps for grades K–5) and explore the theme of growing up. Students read the original and prequel versions of *Peter Pan*. They have the opportunity to listen to one of the books on tape, compare and contrast the written and audio presentations, and extend this activity to watching the Broadway musical version. Students read biographies about and interviews with the respective authors of the various versions. After reading and discussing the elements of effective prequels, students write their own prequels to another well-known story in order to see just how challenging writing one can be. This unit ends with an informative/explanatory essay that addresses the essential question.

### **Essential Question**

What distinguishes childhood from adulthood?

## Grade 6 Unit 1 Reading Rubric

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

**RL.6.7:** Compare and contrast the experience of reading a story, poem, or drama 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.

Complete	Score	Comments
Student compares the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text.		
Student contrasts the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text.		
Student contrasts what he/she “sees” and “hears” when reading the text to what they perceive when listening or watching, and demonstrates the ability to pause and utilize the reading strategy.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

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

***In order to meet the standards students will need to understand that.....***

- An inference means reading between the lines; the meaning is not directly stated.
- Your text references should be directly related to your analysis.
- Analysis is the process of breaking down specific information into related parts.
- Putting yourself in the shoes of the characters in a book can help you understand the inferences in the story.

***In order to understand, students will need to consider such questions as.....***

- What is the meaning of what I just read?
- Is the author trying to lead me somewhere?
- Is there a deeper meaning in what I just read?
- What evidence do I have that can support my thoughts?
- What personal experiences/prior knowledge have I had that led me to this conclusion?

***In order to understand students will need to.....***

- Be able to pull out the direct/explicit meaning in a text.
- Be able to pull out the inferred meaning in a text.
- Support their opinions with related evidence from the text.

**RL.6.7:** Compare and contrast the experience of reading a story, poem, or drama 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.

***In order to meet the standards students will need to understand that.....***

- Comparing and contrasting are two different things, comparing is finding the similarities and contrasting is finding the differences.
- Your interpretation may differ from another’s.
- Going through this process will help you develop the ability to visualize as you read.
- Being able to visualize as you read will enrich the reading experience.
- Just because the audio or video version was different, does not mean your interpretation was wrong.

***In order to understand, students will need to consider such questions as.....***

- Did my visualizations match and or differ from the audio or video version?
- What was the same/compare?
- What was different/contrast?
- Did the inflection/audio or video impact my interpretation or did it help me better visualize?

***In order to understand students will need to.....***

- Be able to communicate, through writing, speaking, group discussion etc, their ability to compare and contrast the differences and similarities of a text, audio and or video.

## Grade 6 Unit 1

### Speaking and Listening Rubric

**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.6.1(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.

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

Complete	Score	Comments
Student comes to discussion partially prepared, having read or studied part of the required material		
Student refers to evidence in the text to investigate and reflect on ideas during discussion		
Student follows rules for cooperative discussions, sets specific goals and deadlines, and defines individual roles as needed		
Student engages effectively in collaborative discussions, building on others' ideas and expressing his/her own clearly.		
Student demonstrates command of the conventions of standard English grammar and usage when speaking.		

#### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1 = Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**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.6.1(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.

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

***In order to meet the standards students will need to understand that.....***

- Having group discussions will help you better understand the subject matter, books etc.
- You will be graded on your ability to follow these rules.
- Following these rules is an essential life skill.
- Being prepared does not just involve having materials but also involves having thoughts in mind you are ready to share.
- You should keep an open mind during discussions.
- Different opinions can help you better understand the subject matter.
- Discussions are only productive and useful if everyone is actively engaged and involved.

***In order to understand, students will need to consider such questions as.....***

- Is this an appropriate and related comment?
- Do I just want to hear myself speak?
- Am I listening to what others are saying or thinking about what I am going to say next?
- Do I have an open mind?

***In order to understand students will need to.....***



## Grade 6- Unit 1

### Writing Rubric- Narrative

**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

<b>Complete</b>	<b>Score</b>	<b>Comments</b>
Student creates a narrative which successfully allows the reader to visualize real or imagined experiences or events- consistent with what the writer is trying to convey.		
Student demonstrates an understanding of sequence and applies it in their writing.		
Student stays on topic and remains focused in their writing.		
Student's writing and word choice is appropriate for the given audience.		
Student uses vivid, sensory details to help the reader visualize the story.		
Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing)		
Student demonstrates command of standard English grammar and usage when writing.		

#### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

***In order to meet the standards students will need to understand that.....***

- Narrative writing includes specific structures such as plot, character traits, and story sequence.
- Narrative writing can be about real or imagined events and experiences.
- Relevant descriptive details are essential and enhances writing.
- Your writing must be well structured and organized in order for the story to be understood.

***In order to understand, students will need to consider such questions as.....***

- Have I described the characters and events in a way that will allow the reader to envision what I intend?
- Does my story make sense?
- Who is my audience?
- Is my writing in sequential order?
- Did I follow the writing process?

***In order to understand students will need to.....***

- Follow the writing and editing process.
- Develop an effective narrative truly conveying what the student has envisioned.

## Grade 6 Unit 1 Language Rubric

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

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

**L.6.1(b):** Use intensive pronouns (e.g., *myself*, *ourselves*).

Complete	Score	Comments
Student demonstrates command of the conventions of standard English grammar and usage when writing or speaking.		
Student uses subject, object, and possessive pronouns with accuracy.		
Student uses intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ) with accuracy.		

### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

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

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

**L.6.1(b):** Use intensive pronouns (e.g., *myself*, *ourselves*).

***In order to meet the standards students will need to understand that.....***

- Use of proper grammar is important in speaking and writing.

***In order to understand, students will need to consider such questions as.....***

***In order to understand students will need to.....***

Quashnet School  
Grade 6

<b>Name: A Blast from the Past – Unit 2</b>
<b>STRAND: Reading and Literature/Reading and Information /Writing/Language/Speaking and Listening</b>
<b>ESSENTIAL GUIDING QUESTION: How is folklore simultaneously revealing and limiting?</b>
<b>FOCUS QUESTIONS: What does folklore reveal about world cultures? What are the similarities and differences across folklore?</b>

<b>Massachusetts State Frameworks</b>	<b>Learning Expectations and Course Specific Goals</b>	<b>Instructional Strategies</b>	<b>Assessment Techniques</b>	<b>Materials, Supplies and Resources</b>	<b>Pacing Guide</b>
RL.6.3 RI.6.4  W.6.3 W.6.7  L.6.4 L.6.4(a) L.6.4(b)  SL.6.1 SL.6.1(c) SL.6.1(d)	<p>Students will be able to:</p> <p>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 towards a resolution</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>Write narratives to develop real or imagined experiences using</p>	Activate prior knowledge  Guided Reading  Discussion  Group Work  Partner Work  Questioning  Modeling	Observation  Formative Assessments such as the use of the students’ white boards  Presentations  Rubrics  Quizzes  Common Assessments  Research Projects	The Lightening Thief  The Adventures of Greek Heroes  Cut from the Same Cloth  Favorite Folktales From Around the World	November - December

	<p>effective technique, relevant details, and well-structured event sequences</p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</p> <p>Determine or classify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies</p> <p>Use context (e.g., the overall meaning of the sentence or paragraph; a word's position or function in a sentence) as clue to the meaning of a word or phrase</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., audience, auditory, audible)</p>				
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	<p>Engage effectively in a range of collaborative discussions on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>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>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p>				
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## **Grade 6 Unit 2**

### **A Blast from the Past**

#### **Overview**

This six-week unit focuses on what folklore (myths, legends, tall, and pourquoi tales) reveals about world cultures—including our own. Students explore myths and legends from a variety of sources: ancient Greek or Roman civilizations; Russian history; Viking, Eskimo, or Latin American cultures; or other cultures of the students' choice. In addition, students read informational text, listen to music, and examine art from the myth's or legend's country of origin. Class discussions focus on the fact that folklore provides a limited view of a culture and that it's important to research the country before making sweeping generalizations about it. The goal of this unit is not only for students to find commonalities across this genre, but to discover countries and cultures other than our own. The culminating project is an informative/explanatory essay in response to the essential question.

Throughout this unit we will continue to focus on developing each student's individual reading ability through targeted, leveled reading instruction. Students will select readings from a list of books at their individual level and there will be time built in to each day for silent sustained reading.

#### **Essential Question**

**How is folklore simultaneously revealing and limiting?**

## Grade 6 Unit 2 Reading Rubric

*RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.*

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

Complete	Score	Comments
Student knows and describes plot and its various elements; how one part of a story builds upon the next moving towards a resolution.		
Student to determines and describes character changes (if any) and what led to a possible change. This will include the ability to make inferences and interpret various character traits.		
Student understands idioms and colloquialisms and distinguishes between figurative, connotative, and literal/technical languages when used in text.		
Student determines the meaning of unfamiliar words and phrases using various strategies and determines an underlying meaning, if there is one.		

### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**RL.6.3:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.



***In order to meet the standards students will need to understand that.....***

- There is a difference between a resolution or a solution to a problem in a story vs. an ending or a conclusion.
- There is a sequence of events in a story that builds on itself and leads to a resolution.
- The way a character may seem at the start of a story can change over the course of a story.
- There are static and dynamic characters, some characters don't change.

***In order to understand, students will need to consider such questions as.....***

- What are the character traits of the various characters in the story?
- How did the character traits change during the story?
- What are the main events within the story?
- Is this character a static or dynamic character.....did they change?

***In order to understand students will need to.....***

- Know what plot and its various elements are.
- Be able to make inferences and interpret various character traits.
- Be able to understand how one part of a story builds upon the next.
- Be able to determine if a character has changed or not and what led to their changing if they did.

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

***In order to meet the standards students will need to understand that.....***

- Not every word is literal (literal vs. figurative).
- There are different strategies I can use to determine the meaning of unfamiliar words (context clues, Latin and Greek roots, prefix, suffix, dictionary)
- Literal and Figurative language is used for a purpose in writing.
- If I don't understand the meaning of words and phrases I may not be able to understand the reading or passage.

***In order to understand, students will need to consider such questions as.....***

- What is going on in this scene, story, section, etc.?

- What is the author trying to say?
- Is there an underlying message in the reading?

***In order to understand students will need to.....***

- Understand idioms and colloquialisms.
- Know when to consider where figurative language might be used.
- Know what figurative, connotative and literal/technical language is.
- Be able to determine an underlying meaning if there is one.

## Grade 6 Unit 2

### Writing Rubric- Narrative

**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

<b>Complete</b>	<b>Score</b>	<b>Comments</b>
Student creates a narrative which successfully allows the reader to visualize real or imagined experiences or events- consistent with what the writer is trying to convey.		
Student demonstrates an understanding of sequence and applies it in their writing.		
Student stays on topic and remains focused in their writing.		
Student's writing and word choice is appropriate for the given audience.		
Student uses vivid, sensory details to help the reader visualize the story.		
Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing)		
Student demonstrates command of standard English grammar and usage when writing.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**Grade 6 Unit 2**  
**Writing Rubric - Research Report**

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

<b>Complete</b>	<b>Score</b>	<b>Comments</b>
Student demonstrates an understanding of valid and reliable sources and chooses sources wisely.		
Student demonstrates an understanding of the question and uses this understanding to guide their research.		
Student organizes research effectively to answer the question clearly- while staying on topic.		
Student uses a variety of sources to support his/her ideas.		
Student is able to differentiate between primary and secondary sources.		
Student effectively cites sources using appropriate formatting.		
Student demonstrates command of standard English grammar and usage when writing.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

***In order to meet the standards students will need to understand that.....***

- The order in which you write your events affects the reader's understanding of what you are trying to convey.
- Word choice, punctuation and use of proper grammar will affect the interest of the reader.
- You need to stay on topic and stay focused in your writing.
- Details (vivid, sensory etc) are essential and help the reader imagine what you are trying to convey. (show don't tell)
- Writing is a process, you should and need to edit and revise your work.

***In order to understand, students will need to consider such questions as.....***

- Who is my audience?
- Does my word choice match my audience and topic?
- Are my events in sequential order?
- Have you read this aloud to yourself and do you think it would make sense to someone else?
- Have you edited your work?

***In order to understand students will need to.....***

- Know the audience, who will the reader will be.
- Know what a narrative is.
- Know how to structure their writing ( topic, main idea, climax, conclusion etc).
- Know how to use descriptive details.
- Know how to transition from one event to another.
- Be able to accept constructive feedback from peers or adults.
- Be able to edit and revise others' work (give specific feedback and advice)

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

***In order to meet the standards students will need to understand that.....***

- Not all sources are valid or reliable.
- There is more than just the internet.
- Plagiarism is taking credit for someone else's work and or ideas. Use your own wording.
- You may need to change the direction of your inquiry based depending on the information you gather.
- You need to keep an open mind as you do your research and change your inquiry as new facts emerge.
- Research is fluid.

***In order to understand, students will need to consider such questions as.....***

- Am I on topic?
- Is my research relevant and current?
- Has or should my opinion change?
- Have I used a variety of sources?
- How many sources do I need?
- Have I answered my question?

***In order to understand students will need to.....***

- Be able to cite your sources
- Differentiate between primary and secondary sources.
- Determine if a source is valid or reliable.
- Stay on topic

## Speaking and Language Rubric Grade 6 E.L.A.: Unit 2

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

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

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

	<b>Above and Beyond</b>	<b>Complete</b>	<b>Partially Complete</b>	<b>Not Met</b>
<b>Collaborative Discussion</b>	Student engages effectively in discussion-- listens quietly, <i>builds on others' ideas</i> and expresses own ideas clearly.	Student engages effectively in discussion-- listens quietly, and expresses own ideas clearly.	Student participates in discussion.	Student does not participate in discussion or is disruptive to discussion environment.
<b>Posing Questions</b>	Student poses <i>thought-provoking</i> questions with elaboration and <i>creative detail</i> by making comments that contribute to the topic, text, or issue.	Student poses specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue.	Student poses limited questions and comments that contribute to the topic.	Student does not pose questions or questions are not related to topic.
<b>Responding to Questions</b>	Student responds to specific questions with <i>detail and elaboration</i> by making comments that contribute to the topic, text, or issue.	Student responds to specific questions with detail by making comments that contribute to the topic, text, or issue.	Student responds to specific questions with detail.	Student does not respond to questions or responses are limited or off-topic.
<b>Reflection</b>	Key ideas are <i>vividly expressed</i> and a <i>clear understanding</i> of multiple perspectives is demonstrated through reflection and paraphrasing.	Key ideas are expressed and an understanding of multiple perspectives is demonstrated through reflection.	Key ideas are expressed through reflection.	Reflection is limited or not completed.

## Grade 6 Unit 2

### Speaking and Listening Rubric

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

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

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

Complete	Score	Comments
Student engages effectively in discussion-- listens quietly, and expresses his/her own ideas clearly.		
Student poses specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue.		
Student responds to specific questions with detail by making comments that contribute to the topic, text, or issue.		
Student paraphrases key ideas and demonstrates understanding of multiple perspectives through reflection.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

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

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

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



*In order to meet the standards students will need to understand that.....*

*In order to understand, students will need to consider such questions as.....*

*In order to understand students will need to.....*

## Grade 6 Unit 2 Grammar and Language Rubric

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

L 6.4(a) - Use context (e.g., the overall meaning of the sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

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

<b>Complete</b>	<b>Score</b>	<b>Comments</b>
Student uses a variety of strategies to determine meaning of unknown words and phrases.		
Student applies context clues to understand unknown words or phrases.		
Student demonstrates an understanding of sentence structure to understand meaning of words and phrases.		
Student demonstrates an understanding of common affixes and roots, such as Greek and Latin word meanings, to determine the meaning of unknown words.		

### **Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**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.6.4(a):** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

***In order to meet the standards students will need to understand that.....***

***In order to understand, students will need to consider such questions as.....***

***In order to understand students will need to.....***

Quashnet School  
Grade 6

<b>NAME: Embracing Heritage – Unit 3</b>
<b>STRAND: Reading and Literature /Reading and Information/Writing/ Language/Speaking and Listening</b>
<b>ESSENTIAL GUIDING QUESTION: How does heritage define us individually and as a nation?</b>
<b>FOCUS QUESTIONS: How does an author develop a point of view in a text?</b>

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.6.6 RI.6.3 RI.6.9  W.6.1 W.6.5  L.6.4 L.6.4(b) L.6.4(c)  SL.6.3	<p>Students will be able to:</p> <p>Explain how an author develops the point of view of the narrator of a text</p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</p> <p>Compare and contrast one author’s presentation of events with that of another</p> <p>Write arguments to support claims with clear reasons and relevant evidence</p> <p>With some guidance and support from peers and adults,</p>	<p>Activate prior knowledge</p> <p>Guided Reading</p> <p>Discussion</p> <p>Group Work</p> <p>Partner Work</p> <p>Questioning</p> <p>Modeling</p>	<p>Observation</p> <p>Formative Assessments such as the use of the students’ white boards</p> <p>Presentations</p> <p>Rubrics</p> <p>Quizzes</p> <p>Common Assessments</p> <p>Research Projects</p>	<p>Esperanza Rising</p> <p>Harvest Hope – Cesar Chavez</p> <p>Slorp</p> <p>Viva New Jersey</p> <p>Where Opportunity Awaits</p> <p>The Long Way to a New Land</p>	January - February

	<p>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies</p> <p>Verify the preliminary determination of the meaning of a word or phrase</p> <p>Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech</p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</p>				
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**Grade 6 Unit 3**  
***Embracing Heritage***

**Overview**

America is a nation of immigrants. This diversity has helped to make our country rich in ideas, traditions, and customs. Except for the Native Americans, every American came here from somewhere else—or is born of ancestors who did. People have come, and continue to come, to America to seek freedom and opportunity. Some did not come here voluntarily. And some immigrants encountered prejudice. To learn more about the role of immigration in American heritage, students read and discuss a variety of fictional and informational texts. To appreciate how we are shaped by the experiences we have and the people we encounter, students do a Generations Project, in which they consider perspectives from different generations within a family. The project also helps hone students' interview and research skills. In addition, students create semantic maps of the phrase “embracing heritage” in order to represent visually their understanding of this phrase. They write an informative/explanatory essay in response to the essential question: How does heritage define us individually and as a nation?

*Note:* This unit provides an example of how cross-curricular collaboration can naturally occur between English and other content areas. Students can read informational texts in history class, and compare those accounts to personal narratives and accounts about the immigrants' experience read in English class. Much discussion centers on the ways in which background information enhances understanding of literature (whether on immigration or any other history/science topic of teachers' choosing). This unit also demonstrates how the reading and writing standards provide instructional connectivity between learning in English and other content areas.

**Essential Question**

How does heritage define us individually and as a nation?

## Grade 6 Unit 3 Reading Rubric

- **RL.6.6:** Explain how an author develops the point of view of the narrator in a text.
- **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.6.9:** 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).

<b>3 = Standard Met</b>	<b>Score</b>	<b>Comments</b>
Student communicates how events have impacted the narrator's point of view, recognizing that the author's point of view is shaped by his/her experiences.		
Student pulls out examples or anecdotes from the text to communicate how the individual, event, or idea is developed and elaborated on throughout the text.		
Student references a variety of sources to identify how multiple presentations of the same event can be similar or different.		
Student demonstrates an ability to communicate the differences and similarities of varied accounts of the same event and how they impact the story.		

### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**RL.6.6:** Explain how an author develops the point of view of the narrator in a text.

### ***In order to meet the standards students will need to understand that...***

- A narrator is the voice of the text.
- The point of view is the perspective from which the events are expressed.
- The narrator's point of view affects the reader's understanding of the text.

***In order to understand, students will need to consider such questions as...***

- How does point of view reveal and limit the understanding of the events and culture in the text?
- What is the author's purpose?
- Who is telling the story?

***In order to understand students will need to...***

- Visualize experiences that have impacted the narrator's point of view.
- Recognize that the author's point of view is shaped by his/her experiences.
- Know there can be multiple perspectives of the same event.

**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).

***In order to meet the standards students will need to understand that...***

- To analyze means to study or determine the nature and relationship of the parts.

***In order to understand, students will need to consider such questions as...***

- Are there multiple events, individuals, or ideas being presented?
- If so, which details match each event, individual, or idea?

***In order to understand students will need to...***

- Visualize the individual, event, or idea being presented.
- Pull out examples or anecdotes from the text.
- Identify how key events, individuals, and ideas are developed and elaborated on throughout the text.

**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).

***In order to meet the standards students will need to understand ...***

- Essential elements of comparing and contrasting.
- The difference between a memoir and a biography.
- Remembered events do not always match up with historical events.
- Memoirs and biographies contain biases to varying degrees.

***In order to understand, students will need to consider such questions as...***

- Can events in the text be verified?
- How do the author's experiences impact the text?
- Has information been omitted, added, or exaggerated?
- How is each author's presentation of the events similar and/or different?

***In order to understand students will need to...***

- Reference multiple sources.
- Identify how presentations of the same events can be similar and different.



## Grade 6 Unit 3

### Writing Rubric

**Writing 6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**Writing 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.

<b>3 = Standard Met</b>	<b>Score</b>	<b>Comments</b>
Student as developed an argument about a topic.		
Student supports their argument with clear reasoning and relevant, valid evidence.		
Student uses appropriate and respectful language in editing someone else's work.		
Student has followed the complete writing process including peer collaboration.		
Student has altered their approach when not reaching success which may require starting the process over.		
Student demonstrates an understanding of sequence and applies it in their writing.		
Student stays on topic and remains focused in their writing.		
Student's writing and word choice is appropriate for the given audience.		
Student demonstrates command of standard English grammar and usage when writing.		

#### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

***In order to meet the standards students will need to understand ...***

- To argue means an attempt to prove your point, using evidence to persuade your audience.
- Relevant evidence supports the argument or point of view.

***In order to understand, students will need to consider such questions as...***

- What is my point of view?
- What is the point of view that I am defending?
- Where can I gather evidence?

***In order to understand students will need to...***

- Develop an opinion or argument about a topic.
- Support their reasoning with relevant evidence.

**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.

***In order to meet the standards students will need to understand that...***

- Multiple drafts of a written piece are necessary to effectively refine writing.
- Drafting a plan guides their work.
- Frequent and effective revisions and edits enhance the end result.

***In order to understand, students will need to consider such questions as...***

- Have multiple people read my writing?
- Is my writing clear?
- Are my revision suggestions clear and appropriate to another writer?

***In order to understand students will need to...***

- Use standard writing conventions in their written work.
- Follow the complete writing process including peer collaboration

## Grade 6 Unit 3

### Speaking and Listening Rubric

**SL.6.3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Complete	Score	Comments
Student can identify the author or speaker’s argument by summarizing it in their own words.		
Student can determine how/if the author or speaker’s background has influenced their opinion or argument.		
Student can distinguish between fact and opinion.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**SL.6.3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

***In order to meet the standards students will need to understand that..***

- Alter their approach when not reaching success - which may require starting the process over. An argument is a point of view
- To argue means an attempt to prove your point, using evidence, to persuade your audience.
- If there are no concrete facts to support someone’s argument it is an opinion.
- Personal experiences or background may influence their opinion or argument.

***In order to understand, students will need to consider such questions as...***

- Is this supported by fact?
- Has the author or speaker’s background etc. influenced their argument?
- Is the Author or speaker biased?
- What is the author or speaker’s argument?
- Are the facts reliable and or valid?

***In order to understand students will need to...***

- Be able to distinguish between fact and opinion.

## Grade 6 Unit 3

### Grammar and Language Rubric

- L.6.4:** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
- L.6.4(c):** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4 (b):** 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).

<b>3= Standard Met</b>	<b>Score</b>	<b>Comments</b>
Student demonstrates an understanding and ability to apply a range of strategies to determine the meaning of unknown words.		
Student demonstrates ability to effectively use necessary skills when consulting multiple reference materials. (e.g., use of guide words, identifying parts of speech, pronunciation, selection of proper definition, etc.)		
Student demonstrates an ability to develop a preliminary definition of unknown words and verify the proper definition through the use of reference materials.		

**Scoring (4 Point Scale)**

- 4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.
- 3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.
- 2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.
- 1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

- 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.6.4(c):** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4(d):** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

*In order to meet the standards students will need to understand that...*

*In order to understand, students will need to consider such questions as...*

*In order to understand students will need to...*

Quashnet School  
Grade 6

<b>NAME: Courageous Characters – Unit 4</b>
<b>STRAND: Reading and Literature/Reading and Information/Writing/Language/Speaking and Listening</b>
<b>ESSENTIAL GUIDING QUESTION: How are acts of courage revealed in writing?</b>
<b>FOCUS QUESTIONS: Who is the author’s target audience? What is the author trying to say? What is the point of view that I am defending?</b>

<b>Massachusetts State Frameworks</b>	<b>Learning Expectations and Course Specific Goals</b>	<b>Instructional Strategies</b>	<b>Assessment Techniques</b>	<b>Materials, Supplies and Resources</b>	<b>Pacing Guide</b>
RL.6.9 RI.6.2  W.6.1 W.6.6  L.6.3  SL.6.2	Students will be able to:  Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics  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 and judgments  Write arguments to support claims with clear reasons and relevant evidence	Activate prior knowledge  Guided Reading  Discussion  Group Work  Partner Work  Questioning  Modeling  Collaboration	Observation  Formative Assessments such as the use of the students’ white boards  Presentations  Rubrics  Quizzes  Common Assessments  Written argument with claim	Maniac Magee  Journey to Jo’Burg	February - April

	<p>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</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>Interpret information presented in diverse formats and explain how it contributes to a topic, text, or issue under study</p>				
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**Grade 6 Unit 4**  
***Courageous Characters***

**Overview**

Students choose from stories about varied circumstances in which people acted with tremendous courage: in times of slavery, instances of shipwrecks, or during the days of unfair child labor practices. Students recognize that acts of courage may have lasting effects on others. In this unit, students have the opportunity to refine their definitions of courage by examining how characters—real and fictional—grow by overcoming obstacles. After reading about outwardly courageous people, students consider quiet acts of courage, and class discussions reveal the importance of those people who often remain unnoticed or behind the scenes. Students examine how language and vocabulary enhance the reader’s experience, cite specific passages of text to justify their thoughts, and critically examine the artistic license often taken in historical fiction. In the culminating project for this unit, students write and publish their own stories of courageous characters.

**Essential Question**

How are acts of courage revealed in writing?



## Grade 6 Unit 4 Reading Rubric

- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **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 and judgments.

<b>3= Standard Met</b>	<b>Score</b>	<b>Comments</b>
Student can extract and use details that identify and support the central idea.		
Student can summarize text without including their own opinion and judgment.		
Student can identify and communicate the author's purpose.		
Student can compare and contrast different types of texts about the same topic.		
Student can identify the genre, style, and purpose of text.		

### Scoring (4 Point Scale)

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

### ***In order to meet the standards students will need to understand that.....***

- Perspective affects choice of style, form, or genre.
- Similarities and differences can be present in text with the same major theme.
- The choice of the author's genre and style is based on the author's purpose and target audience.
- The selection of genre and style is based on what the author would like the reader to take away from it (emotion, feelings, facts, etc.)

***In order to understand, students will need to consider such questions as.....***

- What perspective does the author have and how does it affect their choice of written form?
- Who is the author's target audience?
- What is the author's purpose?
- What is the author trying to say?
- How does the author want me to feel?

***In order to understand students will need to.....***

- Be able to identify and communicate the author's purpose.
- Compare and contrast different types of texts about the same topic.
- Be able to identify the genre, style, and purpose of its use.

**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 and judgments.

***In order to meet the standards students will need to understand that.....***

- Pulling together the details of a text can help to determine the central idea.
- Personal opinions or judgments may impact a reader's view of the text.
- When summarizing a text, it should be free of the reader's opinions or judgments.

***In order to understand, students will need to consider such questions as.....***

- What is the central idea?
- What details support the central idea?
- What is the author trying to say?
- 

***In order to understand students will need to.....***

- Extract and use details that support the central idea.
- Identify the central idea.
- Be succinct and focused on summarization.
- Summarize text without their own opinions and judgments.

## Grade 6 Unit 4

### Technology- writing Rubric

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.

<b>3 – Standard Met</b>	<b>Score</b>	<b>Comments</b>
Students using the Internet need to be able to identify a reliable source.		
Students are able to type a minimum of 3 pages in a single sitting; ie: adequate keyboarding skills.		
Students are able to access computer or online tools to assist with writing/publishing (eg; word splashes, lip dubs, storybirds, blogs, etc.)		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

***In order to meet the standards students will need to understand .....***

- To argue means an attempt to prove your point, using evidence, to persuade your audience.
- Relevant evidence supports the argument or point of view.

***In order to understand, students will need to consider such questions as.....***

- What is my point of view?
- What is the point of view that I am defending?
- Where can I gather evidence?

***In order to understand students will need to.....***

- Develop an opinion or argument about a topic.
- Support their reasoning with relevant evidence.

\*Also found in Unit 3

**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.

***In order to meet the standards students will need to understand that.....***

- 21<sup>st</sup> century skills are important everywhere.

***In order to understand, students will need to consider such questions as.....***

-

***In order to understand students will need to.....***

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

***In order to meet the standards students will need to understand .....***

- To argue means an attempt to prove your point, using evidence, to persuade your audience.
- Relevant evidence supports the argument or point of view.

***In order to understand, students will need to consider such questions as.....***

- What is my point of view?
- What is the point of view that I am defending?
- Where can I gather evidence?

***In order to understand students will need to.....***

- Develop an opinion or argument about a topic.
- Support their reasoning with relevant evidence.

\*Also found in Unit 3

**Grade 6 Unit 4**  
**Speaking and Listening Rubric**

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

<b>3= Standard Met</b>	<b>Score</b>	<b>Comments</b>
Student can interpret information from multiple formats.		
Student can explain how a specific format contributes to a topic, text, or issue.		

**Scoring (4 Point Scale)**

**4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

**3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

**2 = Partially Met-** Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

**1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

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

***In order to meet the standards students will need to understand that.....***

- Information presented in different formats can enhance your understanding of a topic.
- 

***In order to understand, students will need to consider such questions as.....***

- What do I think after experiencing this topic through a variety of formats (movie, video, reading, discussion etc)
- 

***In order to understand students will need to.....***

- Explain how various elements have enhanced the area of study.

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