

## Unit 2

### *If Stones Could Speak*

#### Grade 6

#### ELA

#### Unit Length and Description:

48.5 days

Students read literary and informational texts to understand that archaeologists, like detectives, work to piece together the past through investigation. Students express their understanding by analyzing evidence and drawing meaningful conclusions about history, texts, and their environment.

#### Standards:

##### Reading Literature:

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

**RL.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

##### Reading Informational Texts:

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

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

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

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

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

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

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

##### Writing:

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

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

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.

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

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

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

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

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

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

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

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

### **Speaking and Listening:**

**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, issues, building on others' ideas and expressing their own clearly.

- 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.
- b. Follow rules for collegial discussion, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

### **Language:**

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

- a. Ensure that pronouns are in the proper case (subjunctive, objective, possessive)
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

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

**L.6.5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**The following standards are embedded in all units:**

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

**RL.6.10** 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.

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

**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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 different approach.

**W.6.6** Produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**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.

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.

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

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.

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).

**L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Enduring Understandings:**

- Archaeology allows us to understand what life was like in the past.
- Thinking about something in a new or fresh way can help us discover new secrets about our world.

### **Essential Questions:**

- What is meant by the saying, “If stones could speak...?”
- How does an author support his/her ideas throughout the text?