

Unit 3 The Witch of Blackbird Pond

Grade 6
ELA

Unit Length and Description:

67.5 days

Students read literary and informational texts to understand the influence of family expectations and values on the development of one's personal identity. Students express their understanding of how informational texts in coordination with literary texts enhance their comprehension of time periods and the theme and setting of the novel.

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.6.3: 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 towards a resolution.

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.

RL.6.5: 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.

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

Reading Informational Texts:

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

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

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.

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 setting.

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

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.

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.

Language

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

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:

- A person's identity is influenced by family values and expectations.
- Various literary texts can present a theme from different points of view.

Essential Questions:

- How can an author use history to influence the setting and plot of literary texts?
- What is loyalty and how do we show our loyalty to what we believe in?