

ENGLISH LANGUAGE ARTS 6 UBD

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- Desired Results
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ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
RF4 Fluency					
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
			R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
			R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
LANGUAGE					

L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.	
	L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	

COURSE INFORMATION

English Language Arts 6	
CURRICULUM/CONTENT AREA	COURSE LENGTH
English Language Arts	Year
GRADE LEVEL	DATE LAST REVIEWED
6th Grade	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
	4/11/23
PRIMARY RESOURCE <i>if applicable</i>	
HMH Into Literature and Writable	

COURSE DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

In this course, students will engage in learning around a variety of relevant topics that allows them to foster the habits and skills of critical readers, writers, speakers and listeners. Through the analysis and evaluation of genres, the production of multiple writing types, and the study of language and vocabulary, students will seek to understand the skills and concepts presented while applying and transferring their learning across content and in preparation for college and career readiness.

ENDURING UNDERSTANDINGS

LITERATE INDIVIDUALS...

READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

ESSENTIAL QUESTIONS

Unit 1: Courage and Perseverance:
How do we find courage to never give up?

Unit 2: Perspectives:
What can you learn through another's eyes?

Unit 3: Survival:
What does it take to be a survivor?

Unit 4: Discovering Your Voice:
What are the ways you can make yourself heard?

ELA PRIORITY STANDARDS BY UNIT		Units			
Grade Level Priority Standards	WI Essential Elements for ELA - Grade 6 <i>These are alternate standards aligned with</i>	1	2	3	4

	<i>college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities.</i>				
R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).	EE.R.6.1 Determine what a text says explicitly as well as what simple inferences should be drawn. (RI&RL)	X	X	X	X
R.6.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).	EE.R.6.4 Determine how word choice changes the meaning in a text. (RI&RL)	X	X	X	X
R.6.6 In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts (RL). In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).	EE.R.6.6 With guidance and support, identify words or phrases in the text that describe or show the narrator, speaker, or author’s point of view. (RI&RL)	X	X	X	X
W.6.2 Write text in a variety of modes:	EE.W.6.2 With guidance and support, use writing and/or dictation to write in a variety of modes:	X	X	X	X
a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory.	a. Write an argument with a clearly stated claim about a topic and include clear reasons to support that claim.	X	X	X	
b. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	b. Write informative texts which introduce a topic and provide facts, details, and/or multimedia content to develop the topic.	X	X	X	
c. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.	c. Write narratives to convey events and experiences, real or imagined.		X		X
	d. Include dialogue, details regarding what happened, and tell about the events in the order in which they occurred.	X	X	X	X
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one’s thinking clearly.	EE.SL.6.1 Engage in collaborative discussions.	X	X	X	X

a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	a. Come to discussions prepared to share information, with evidence.	X	X	X	X
b. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	b. With guidance and support from adults and peers, follow simple, agreed-upon norms for discussions and contribute information.	X	X		
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	c. Ask and answer questions specific to the topic, text, or issue under discussion.	X	X	X	X
d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.	d. Restate key ideas expressed in the discussion	X	X	X	X
SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	EE.SL.6.4 Clearly present findings on a topic including descriptions, facts, or details, considering the audience.	X	X	X	X
L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:	EE.L.6.5 Demonstrate standardized English grammar and usage when communicating.	X	X	X	X
a. Use of objective, subjective, possessive, and intensive pronouns.	a. Use personal pronouns (e.g., he, she, they) per the preference of the subject.	X	X	X	X
b. Strategies to improve expression in conventional language.	b. Use indefinite pronouns.	X	X	X	X

Unit 1: Courage and Perseverance

Through the study of fiction, poetry, and nonfiction, students will explore how to persevere when life gets hard.

DESIRED RESULTS

Essential Questions

Students will keep considering...

- How do we find courage to never give up?

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.6.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.6.6 In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).

SUPPORTING

R6.2 Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text.

Learning Targets

Reading Learning Targets

- I can cite accurate direct and indirect textual evidence which supports my thinking (R.6.1).
- I can make logical inferences about a text (R.6.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meaning) (R.6.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.6.4).
- I can identify possible character biases and points of view in diverse literary texts (RL.6.6).
- I can explain how an author develops a character's point of view and possible bias to create meaning in the text (RL.6.6).
- I can summarize texts to determine a theme or central idea (R6.1). *See supporting standard 6.2*
- I can develop a theme or central idea with key supporting details over the course of a text (R6.1). *See supporting standard 6.2*

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genres (eg. memoir, poem, lyric poetry, short story, graphic novel, novel, informational text, biography, media)
- Literary elements (eg. free verse, repetition, rhythm, refrain, alliteration, theme, plot structure, internal conflict, external conflict, plot, flashback, setting, dialogue, speaker, character)

	<p>trait, character motivation, character development)</p> <ul style="list-style-type: none"> ● Nonfiction text elements (eg. central idea, maps/graphics, heading, subheading, sidebar, caption, evidence, citation, organizational patterns: definition, classification, advantage/disadvantage, chronology, cause and effect, key idea and supporting details) ● Context clues ● Greek and/or Latin word parts ● Synonyms and antonyms ● Multiple meaning words ● Tier 2 vocabulary selected from texts
<p>WRITING STANDARDS PRIORITY W.6.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons, relevant evidence, and literary theory. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. <p>SUPPORTING W.6.3 Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. 	<p>Writing Learning Targets</p> <ul style="list-style-type: none"> ● I can write a claim that supports an argument and/or literary theory (W.6.2.a). ● I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.6.2.a). ● I can write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W.6.2.b). ● I can organize the reasons and evidence logically in a structure appropriate to the mode of writing (W.6.2.a). <i>See also supporting standard W.6.3.a</i> ● I can use a variety of transitions that clarify relationships among ideas and concepts (W.6.2). <i>See supporting standard W.6.3.b</i> <p>Specific Writing Craft:</p> <ul style="list-style-type: none"> ● Writing process and/or on-demand writing (eg. prompt analysis, topic, audience, purpose) ● Development (eg. claim, reasons, evidence, analysis, citation, paraphrase, direct quotation) ● Organization (eg. essay structure: introduction, body paragraphs, conclusion, transitions)
<p>SPEAKING & LISTENING STANDARDS PRIORITY SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. 	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> ● I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.6.1.a). ● I can contribute to a formal discussion, staying-focused in order to set and accomplish our goals (SL.6.1.b). ● I can ask and answer questions by contributing detailed observations and ideas that stay on topic (SL.6.1.c). ● I can verbally reflect and paraphrase key ideas to demonstrate an understanding of multiple perspectives (SL.6.1.d).

<p>b. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>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>d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.</p> <p><i>Refer to priority standard R.6.1 to support SL.6.1.a.</i></p> <p>SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p> <p><i>Refer to priority standard R.6.4 regarding language choices in SL.4.</i></p>	<ul style="list-style-type: none"> ● I can verbally present information (description, facts, details) in a logical order (SL.6.4).
<p>LANGUAGE STANDARDS PRIORITY</p> <p>L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Use of objective, subjective, possessive, and intensive pronouns. Strategies to improve expression in conventional language. <p>SUPPORTING</p> <p>L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <p>L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Commas, parentheses, and dashes Correct spelling 	<p>Language Learning Targets</p> <ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.6.5). ● I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style (L.6.5). <i>See supporting standard L.6.1.c</i> ● I can correctly use and explain subjective, objective, possessive, and intensive pronouns in context (L.6.5). ● I can correctly use commas, parentheses, and dashes (L.6.5). <i>See supporting standard L.6.6.a</i> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● Parts of speech (eg. common noun, proper noun, subordinating conjunction, adverb, adverb clause, conjunctive adverb) ● Sentence (eg. simple, compound, complex, compound-complex) ● Punctuation (eg. dash, comma) ● Capitalization

ASSESSMENT EVIDENCE
Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Given an authentic prompt, students will develop and publish an argument (literary analysis).

Success Criteria Rubrics

→ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

Beginning of Unit:

- *Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question*
- *Background knowledge check*

During / Throughout the Unit:

- *Background knowledge check*
- *Student self-reflection*
- *Conferring/strategy groups*
- *Student readers/writers notebook & note taking*

Common Post-Assessment:

- *Speaking/Listening: Collaborative conversation and/or presentation*
- *Reading: Selected response, student readers notebook*
- *Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook*
- *Language: Assessed within writing piece, selected response focusing on application, writers notebook*

Extension & AP Readiness may include

On-demand writing / AP Free Response question/text complexity:

After reading choice text such as, [Within Reach: My Everest Story](#), by Mark Pfetzer or [I am Malala](#), by Malala Yousafzai, analyze an issue presented in the novel. How did their courage change throughout the story? Use clear, supporting evidence.

AP Art History Readiness:

Research, [Self Portrait by painter Chuck Close](#). Analyze how this self-portrait conveys information about the artist's identity, perseverance and courage.

Unit 2: Perspectives

Through the study of fiction, nonfiction, and poetry students will learn how different perspectives can provide a deep understanding of the world around them.

DESIRED RESULTS

Essential Questions

Students will keep considering...

- What can you learn through another person's perspective?

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.6.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.6.6 In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).

Learning Targets

Reading Learning Targets

- I can cite accurate direct and indirect textual evidence which supports my thinking (R.6.1).
- I can make logical inferences about a text (R.6.1).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.6.4).
- I can identify possible character biases and points of view in diverse literary texts (RL.6.6).
- I can explain how an author develops a character's point of view and possible bias to create meaning in the text (RL.6.6).
- I can explain how an author's background (location, identity, culture) affects the perspective presented in the text (RI.6.6).

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genres (eg. novel, science fiction, informational text, poem,

	<ul style="list-style-type: none"> argument) ● Literary elements (eg. perspective, point of view, first-person, third-person, omniscient, limited, voice, mood, theme, narrator, figurative language, personification, imagery, sensory language, ● Nonfiction text elements (eg. evidence, text structures: ideas and supporting details, chronology, cause-effect, compare and contrast, problem-solution; central idea, supporting details, argument, claim, deductive reasoning, inductive reasoning, logical fallacies, facts, opinions, persuasive language: logos, pathos) ● Context clues ● Greek and/or Latin word parts ● Tier 2 vocabulary selected from texts
<p>WRITING STANDARDS PRIORITY</p> <p>W.6.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory. b. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. <p>SUPPORTING</p> <p>W.6.3 Create writing that utilizes:</p> <ol style="list-style-type: none"> a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. 	<p>Writing Learning Targets</p> <ul style="list-style-type: none"> ● I can write a claim that supports an argument and/or literary theory (W.6.2.a). ● I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.6.2.a). ● I can write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W.7.2.b). ● I can engage and orient the reader by developing a context, point of view, and narrator or characters (W.6.2.c). ● I can organize the reasons and evidence logically in a structure appropriate to the mode of writing (W.6.2.a). <i>See also supporting standard W.6.3.a</i> ● I can use a variety of transitions that clarify relationships among ideas and concepts (W.6.2). <i>See supporting standard W.6.3.b</i> <p>Specific Writing Craft:</p> <ul style="list-style-type: none"> ● Writing process and/or on-demand writing (eg. prompt analysis, topic, audience, purpose) ● Development (eg. central or controlling idea, main idea, supporting evidence, formal tone, sensory details, paraphrase, example, style, tone) ● Organization (eg. essay, introduction, body paragraphs, conclusion, transitions)
<p>SPEAKING & LISTENING STANDARDS PRIORITY</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's</p>	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> ● I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.6.1.a). ● I can contribute to a formal discussion, staying focused in order to set and accomplish our goals (SL.6.1.b).

thinking clearly.

- a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- 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 an understanding of multiple perspectives through reflection and paraphrasing.

Refer to priority standard R.6.1 to support SL.6.1.a.

SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

Refer to priority standard R.6.4 regarding language choices in SL.4.

- I can ask and answer questions by contributing detailed observations and ideas that stay on topic (SL.6.1.c).
- I can verbally reflect and paraphrase key ideas to demonstrate an understanding of multiple perspectives (SL.6.1.d).
- I can verbally present information (description, facts, details) in a logical order (SL.6.4).
- I can communicate clearly and in an engaging manner for the audience, purpose, and situation using consistent eye contact, adequate volume, and clear pronunciation (SL.6.4).

LANGUAGE STANDARDS

PRIORITY

L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Use of objective, subjective, possessive, and intensive pronouns.
- b. Strategies to improve expression in conventional language.

SUPPORTING

L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in

Language Learning Targets

- I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.6.5).
- I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style (L.6.5). *See supporting standard L.6.1.c*
- I can correctly use and explain subjective, objective, possessive, and intensive pronouns in context (L.6.5).
- I can correctly use commas, parentheses, and dashes (L.6.5). *See supporting standard L.6.6.a*

Specific Grammar & Usage Content:

- Parts of speech (eg. subordinate clause, verb, verb phrase, pronoun,
- Pronouns (eg. subjective case, objective case, possessive case, singular, plural, antecedent)
- Punctuation (eg. comma, parenthesis, dash)

- conventions with:
- Commas, parentheses, and dashes
 - Correct spelling

ASSESSMENT EVIDENCE

*Performance is evaluated in terms of...
Students will show their learning by...*

Performance Task Description:

Given an authentic prompt, students will develop and publish an information piece.

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

Beginning of Unit:

- *Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question*
- *Background knowledge check*

During / Throughout the Unit:

- *Background knowledge check*
- *Student self-reflection*
- *Conferring/strategy groups*
- *Student readers/writers notebook & note taking*

Common Post-Assessment:

- *Speaking/Listening: Collaborative conversation and/or presentation*
- *Reading: Selected response, student readers notebook*
- *Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook*
- *Language: Assessed within writing piece, selected response focusing on application, writers notebook*

Extension & AP Readiness may include

On-demand writing / AP Free Response question:

AP US/World History / AP Art History:

Photography has shaped our perspective of the world. Choose a photograph of historical significance. How did that one image shape the perspective of the time, event, or community? (possible examples, Migrant Mother, Man on the Moon, Raising the Flag on Iwo Jima, Afghan Girl, Ruby Bridges escorted to school, etc)

Unit 3: Survival

Through the study of fiction, nonfiction and poetry, students will learn how others overcome obstacles.

DESIRED RESULTS

Essential Questions

Students will keep considering...

- What does it take to be a survivor?

Unit Priority Standards

Students will know and be able to...

Learning Targets

READING STANDARDS**PRIORITY**

R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.6.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.6.6 In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts (RL).

In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).

Reading Learning Targets

- I can cite accurate direct and indirect textual evidence which supports my thinking (R.6.1).
- I can make logical inferences about a text (R.6.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meaning) (R.6.4).
- I can explain how an author's background (location, identity, culture) affects the perspective presented in the text (RI.6.6).
- I can analyze how the author distinguishes his/her position from others (RI.6.6).

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genres (eg. historical fiction, documentary, memoir, poem, free verse, stanza)
- Literary elements (eg. character, setting, point of view, flashback, foreshadowing, catalog, alliteration, figurative language: personification, simile, metaphor, extended metaphor, theme, repetition, mood, setting)
- Nonfiction text elements (eg. subjective point of view, objective point of view, analogy)
- Context clues
- Greek and/or Latin word parts
- Tier 2 vocabulary selected from texts

WRITING STANDARDS**PRIORITY**

W.6.2 Write text in a variety of modes:

- Write arguments to support claims with clear reasons, relevant evidence, and literary theory.
- Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.

SUPPORTING

W.6.3 Create writing that utilizes:

- Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode

Writing Learning Targets

- I can write a claim that supports an argument and/or literary theory (W.6.2.a).
- I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.6.2.a).
- I can write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W.6.2.b).
- I can organize the reasons and evidence logically in a structure appropriate to the mode of writing (W.6.2.a). *See also supporting standard W.6.3.a*
- I can use a variety of transitions that clarify relationships among ideas and concepts (W.6.2). *See supporting standard W.6.3.b*

<p>of writing.</p> <p>b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>Specific Writing Craft:</p> <ul style="list-style-type: none"> • Writing process and/or on-demand writing (eg. prompt analysis, topic, audience, purpose) • Development (eg. research question, reliable, credible, source, claim, reasons, evidence, counterclaim, citation, plagiarism, paraphrase, analysis) • Organization (eg. coherence, essay structure, transitions)
<p>SPEAKING & LISTENING STANDARDS PRIORITY</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. <p><i>Refer to priority standard R.6.1 to support SL.6.1.a.</i></p> <p>SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p> <p><i>Refer to priority standard R.6.4 regarding language choices in SL.4.</i></p>	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> • I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.6.1.a). • I can ask and answer questions by contributing detailed observations and ideas that stay on topic (SL.6.1.c). • I can verbally reflect and paraphrase key ideas to demonstrate an understanding of multiple perspectives (SL.6.1.d). • I can verbally present information (description, facts, details) in a logical order (SL.6.4). • I can communicate clearly and in an engaging manner for the audience, purpose, and situation using consistent eye contact, adequate volume, and clear pronunciation (SL.6.4).
<p>LANGUAGE STANDARDS PRIORITY</p> <p>L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Use of objective, subjective, possessive, and intensive pronouns. Strategies to improve expression in conventional language. 	<p>Language Learning Targets</p> <ul style="list-style-type: none"> • I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.6.5). • I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style (L.6.5). <i>See supporting standard L.6.1.c</i> • I can correctly use and explain subjective, objective, possessive, and intensive pronouns in context (L.6.5).

<p>SUPPORTING</p> <p>L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <p>c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Commas, parentheses, and dashes b. Correct spelling</p>	<ul style="list-style-type: none"> • I can correctly use commas, parentheses, and dashes (L.6.5). <i>See supporting standard L.6.6.a</i> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> • Parts of speech (eg. preposition, prepositional phrase) • Pronouns (eg. personal, subjective case, possessive pronoun, reflexive, intensive, antecedent, agreement) • Punctuation (eg. comma)
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ASSESSMENT EVIDENCE
Performance is evaluated in terms of...
Students will show their learning by...

Performance Task Description:

Given an authentic prompt, students will develop and publish a researched argument.

Success Criteria Rubrics

→ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

<p>Beginning of Unit:</p> <ul style="list-style-type: none"> → Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question → Background knowledge check 	<p>During / Throughout the Unit:</p> <ul style="list-style-type: none"> → Background knowledge check → Student self-reflection → Conferring/strategy groups → Student readers/writers notebook & note taking 	<p>Common Post-Assessment:</p> <ul style="list-style-type: none"> → Speaking/Listening: Collaborative conversation and/or presentation → Reading: Selected response, student readers notebook → Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook → Language: Assessed within writing piece, selected response focusing on application, writers notebook
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Extension & AP Readiness may include

Long reads of higher text complexity, DOK level 4 analysis inquiry, compare and contrast (novels, characters, setting, etc.) incorporating artworks of the same genre/time period, investigations in science that relate to the theme, and/or historical references and additional primary sources.

Unit 4: Discovering Your Voice

Through the study of fiction, nonfiction and poetry, students will explore different ways to express themselves.

DESIRED RESULTS

Essential Questions

Students will keep considering...

- What are the ways you can make yourself heard?

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.6.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.6.6 In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others (RI).

Learning Targets

Reading Learning Targets

- I can cite accurate direct and indirect textual evidence which supports my thinking (R.6.1).
- I can make logical inferences about a text (R.6.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meaning) (R.6.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.6.4).
- I can identify possible character biases and points of view in diverse literary texts (RL.6.6).
- I can explain how an author develops a character's point of view and possible bias to create meaning in the text (RL.6.6).
- I can explain how an author's background (location, identity, culture) affects the perspective presented in the text (RI.6.6).
- I can analyze how the author distinguishes his/her position from others (RI.6.6).

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions,

	<p>Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)</p> <ul style="list-style-type: none"> • Genres (eg. memoir, verse, informational text, poem, argument) • Literary elements (eg. mood, voice, point of view, tone, speaker, figurative language: simile, metaphor, personification; • Nonfiction text elements (eg. print features, graphic features, claim, reasoning, evidence, rhetorical devices: parallelism, hyperbole, repetition; compare, evaluate) • Context clues • Greek and/or Latin word parts • Tier 2 vocabulary selected from texts • Connotation and denotation
<p>WRITING STANDARDS PRIORITY</p> <p>W.6.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons, relevant evidence, and literary theory. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. <p>SUPPORTING</p> <p>W.6.3 Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. 	<p>Writing Learning Targets</p> <ul style="list-style-type: none"> • I can write a claim that supports an argument and/or literary theory (W.6.2.a). • I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.6.2.a). • I can organize the reasons and evidence logically in a structure appropriate to the mode of writing (W.6.2.a). <i>See also supporting standard W.6.3.a</i> • I can write narratives that develop real or imagined experiences using relevant descriptive details and logical event sequences (W.6.2.c). • I can engage and orient the reader by developing a context, point of view, and narrator or characters (W.6.2.c). • I can use a variety of transitions that clarify relationships among ideas and concepts (W.6.2). <i>See supporting standard W.6.3.b</i> <p>Specific Writing Craft:</p> <ul style="list-style-type: none"> • Writing process and/or on-demand writing (eg. prompt analysis, topic, audience, purpose) • Development (eg. narrative, tone, mood, connotation, sensory details, conflict, characters, setting, point of view, theme, narrator, style, word choice, dialogue) • Organization (eg. transitions, sequence of events/plot: exposition, rising action, climax, falling action, conclusion)
<p>SPEAKING & LISTENING STANDARDS PRIORITY</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics,</p>	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> • I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.6.1.a). • I can ask and answer questions by contributing detailed

texts, and issues, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- 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 an understanding of multiple perspectives through reflection and paraphrasing.

Refer to priority standard R.6.1 to support SL.6.1.a.

SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

Refer to priority standard R.6.4 regarding language choices in SL.4.

observations and ideas that stay on topic (SL.6.1.c).

- I can verbally reflect and paraphrase key ideas to demonstrate an understanding of multiple perspectives (SL.6.1.d).
- I can communicate clearly and in an engaging manner for the audience, purpose, and situation using consistent eye contact, adequate volume, and clear pronunciation (SL.6.4).

LANGUAGE STANDARDS

PRIORITY

L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Use of objective, subjective, possessive, and intensive pronouns.
- b. Strategies to improve expression in conventional language.

SUPPORTING

L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in

Language Learning Targets

- I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.6.5).
- I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style (L.6.5). *See supporting standard L.6.1.c*
- I can correctly use and explain subjective, objective, possessive, and intensive pronouns in context (L.6.5).
- I can correctly use commas, parentheses, and dashes (L.6.5). *See supporting standard L.6.6.a*

Specific Grammar & Usage Content:

- Sentence (eg. introductory elements: phrase, dependent clause)
- Pronouns (eg. antecedent, personal, indefinite, intensive, agreement)
- Punctuation (eg. comma)
- Spelling (eg. commonly confused words)

- conventions with:
- a. Commas, parentheses, and dashes
 - b. Correct spelling

ASSESSMENT EVIDENCE

*Performance is evaluated in terms of...
Students will show their learning by...*

Performance Task Description:

Given an authentic prompt, students will develop and publish a narrative.

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

Beginning of Unit:

- *Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question*
- *Background knowledge check*

During / Throughout the Unit:

- *Background knowledge check*
- *Student self-reflection*
- *Conferring/strategy groups*
- *Student readers/writers notebook & note taking*

Common Post-Assessment:

- *Speaking/Listening: Collaborative conversation and/or presentation*
- *Reading: Selected response, student readers notebook*
- *Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook*
- *Language: Assessed within writing piece, selected response focusing on application, writers notebook*

Extension & AP Readiness may include

Long reads of higher text complexity, DOK level 4 analysis inquiry, compare and contrast (novels, characters, setting, etc.) incorporating artworks of the same genre/time period, investigations in science that relate to the theme, and/or historical references and additional primary sources.