



**Marietta City Schools**  
**2024-2025 District Unit Planner**

*Language Arts 6*

<b>Unit title</b>	<i>Orientation of Space and Time</i>	<b>MYP year</b>	<i>1</i>	<b>Unit duration (hrs)</b>	<i>45 hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**Reading Literary:**

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.6.1)
- I can determine a theme and/or central idea of a text and how it is conveyed through particular details. (RL.6.2)
- I can provide a summary of the text distinct from personal opinions or judgments.(RL.6.2)
- I can describe how a particular story’s or drama’s plot unfolds in a series of episodes. (RL.6.3)
- I can describe how the characters respond or change as the plot moves towards a resolution. (RL.6.3)
- I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.6.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.6.4)
- I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. (RL.6.5)
- I can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot. (RL.6.5)
- I can explain how an author develops the point of view of the narrator or speaker in a text. (RL. 6.6)
- I can compare and contrast the experience of reading a story, drama, or poem 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. (RL.6.7)
- I can 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. (RL.6.9)

**Reading Informational:**

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.6.1)
- I can determine a theme or the central ideas of an informational text.
- I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.6.2)

I can objectively summarize informational text. (RI.6.2)

I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.6.3)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.6.4)

I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.6.4)

I can 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.6.5).

I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)

I can 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). (RI.6.10)

### **Writing:**

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)

I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.6.4)

With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.6.5)

I can Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (W.6.6)

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

I can Gather relevant information from multiple print and digital sources (W.6.8)

I can assess the credibility of each source. (W.6.8)

I can quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)

I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)

I can 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, pur audiences.(W.6.10)

### **Speaking and Listening**

I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)

I can come to discussions prepared, having read or studied required material (SL.6.1a)

I can explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1a)

I can follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1b)

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

I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.1d)

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

I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. (SL.6.4)

I can use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)

I can Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5)

I can Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

### **Language:**

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content. (L.6.4)

I can 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.6.4a)

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

I can 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.6.4c)

I can 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.6.4d)

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6.5)

I can Interpret figures of speech (e.g., personification) in context. (L.6.5a)

I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (L.6.5b)

I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). (L.6.5c)

I can Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases. (L.6.6)

I can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6)

Key concept	Related concept(s)	Global context
<p><b>Identity</b></p> <p>Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, constructed, asserted, or shaped by external and internal influence.</p>	<p><b>Theme</b></p>	<p><b>Orientation of Space and Time</b></p> <p>What is the meaning of “where” and “when”? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>
<b>Statement of inquiry</b>		
Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs and form their identities		
<b>Inquiry questions</b>		
<p><b><u>Unit Inquiry questions:</u></b></p> <p><b>Factual:</b></p> <p>What is the purpose of a newspaper article?</p> <p><b>Conceptual:</b></p>		

<p>How can discoveries using credible text help writers to communicate their purpose concerning personal and cultural expression?</p> <p><b>Debatable:</b></p> <p>How does an author’s culture affect his perspective, and how is that perspective communicated through his writing?</p>		
MYP Objectives	Assessment Tasks	
<p><i>What specific MYP <b>objectives</b> will be addressed during this unit?</i></p>	<p><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>
<p><b><u>MYP Criterion A: Analyzing</u></b></p> <p>1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts.</p> <p>2. Analyze the effects of the creator’s choices on an audience.</p> <p><b><u>MYP Criterion B: Analyzing</u></b></p> <p>1. Students will use organizational structures that serve the context and intention.</p> <p>2. Students will organize opinions and ideas in a coherent and logical manner.</p> <p>3. Use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p><b><u>MYP Criterion C: Producing Text</u></b></p> <p>1. Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and</p>	<p>Originally published in 2005, Code Talker: A Novel About the Navajo Marines of World War Two, is a middle-grade work of historical fiction by Joseph Bruchac. The story is based on historical events and narrated by Ned Begay, a Navajo man who refers to readers of the book as “My Grandchildren.” Looking back on his youth, Ned reveals how native Navajo speakers were recruited by the US military to use their unique language skills in aiding Allied forces during the war. This novel addresses complex issues of identity with sensitivity and inclusiveness. In tackling issues of identity, race, and abuse, the texts examined across this module raise issues that may be upsetting, painful, or confusing for students. The design of this module aims to support students as they process sensitive or challenging passages. Across lessons, teacher notes describe specific passages that may be especially troubling for students and offer suggestions for helping students process the content of these passages with strength and compassion. Instructional decisions throughout the module, too, equip students with the literacy skills necessary to interpret the writers’ choices and responsibly challenge content with which they may disagree.</p> <p>Summative Assessment Connection to Inquiry Statement:</p>	<p><b><u>Common Formative Assessments:</u></b></p> <p><b>Mid Unit 1: Analyze Language, Central Idea, and Structure: Code Talkers</b></p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, W.6.10, L.6.4a, L.6.5a</p> <p>MYP Criteria: A, B, C, D</p> <p><b>Mid-Unit 2: Analyze Language and Central Idea:</b></p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, W.6.10, L.6.4a, SL.6.5a, L.6.5c</p> <p>MYP Criteria: A, B, C, D</p> <p><b>Writing Sample: Informative Writing Prompt</b></p> <p>MYP Objectives/GSE Standards Addressed: W.6.2, W.6.4, W.6.6, W.6.8, W.6.9b, W.6.10,</p>

<p>ideas arising from personal engagement with the creative process</p> <ol style="list-style-type: none"> <li>2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>3. Select relevant details and examples to develop ideas.</li> </ol> <p><b><u>MYP Criterion D: Using Language</u></b></p> <ol style="list-style-type: none"> <li>1. Students will use correct grammar, syntax, and punctuation.</li> <li>2. Students will use varied sentence structure and forms of expression</li> </ol>	<p>In Unit 2, students shift their focus to informative writing skills. This series of writing lessons will scaffold students to their final performance task in which they will apply their knowledge by analyzing a model and planning their visual for the Solution Symposium. Students also share their progress on their independent research reading task.</p>	<p>MYP Criteria: A, B, C, D</p> <p><b>Performance Task: Solution Symposium</b></p> <p>MYP Objectives/GSE Standards Addressed: RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6</p> <p>MYP Criteria: A, B, C, D</p> <p><b><u>Summative Assessments:</u></b></p> <p><b>End of Module 2 Summative Assessment: Analyze Central Idea, Language, &amp; Structure</b></p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7, RI.6.10, W.6.7, W.6.8, W.6.10, L.6.4a, L.6.5a, L.6.6</p> <p>MYP Criteria: A, B, C, D</p> <p><b>End of Module 2 - Informative Writing Assessment</b></p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.7, RI.6.10, W.6.2, W.6.4, W.6.6, W.6.8, W.6.9b, W.6.10, SL.6.2, L.6.6</p> <p>MYP Criteria: A, B, C, D</p>
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**Approaches to learning (ATL)**

Skill Category: Thinking

Skill Cluster: Critical Thinking Skills

Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) they must make connections between various sources of information.

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>CLE 1: Background</b>	An Introduction of Navajo culture and history	Small group station rotations  Visual texts to provide additional context of the setting
<b>CLE 2: Core Text Activities</b>	<i>Code Talkers</i> : Launching the Novel and Determine Central Idea  Conduct Research  Analyze Language, Central Idea, and Structure	Graphic organizer (Note-catcher)  Anchor Charts  Close Reading Activities  Evidence-Based Claims graphic organizer
<b>CLE 3: Assessment Preparation</b>	Determine Central Idea  Analyze Language, Central Idea and Structure  Analyze Language and Central Idea  Conduct Research  Write an Informative Essay	Language in <i>Code Talkers</i> graphic organizer

<b>Content Resources</b>		
<p><b><u>Core Texts:</u></b></p> <p>Joseph Bruchac, Code Talker (910L)</p> <p><b>Supplemental/Ancillary Text (s):</b></p> <p>Informational Text Before Reading Excerpt from Trail of Tears Diary by Jobe Alexander &amp; Mary Hill Lexile: 1000</p> <p>After Chapter 9 The Medicine Bag Virginia Driving Hawk Sneve Lexile: 830</p> <p>After Chapter 12 Cracking Code Purple Anna Ouchchy Lexile: 870</p> <p>After Chapter 21 A Flag That Honors War Veterans An Army captain invented a symbol for his sons that everyone could see. Shawn E. Hanscom Lexile: 1040</p> <p>After Chapter 28 The Bombing of Hiroshima Jessica McBirney Lexile: 1080</p> <p>After Reading Text</p>		



The Rose That Grew from Concrete  
Tupac Shakur

Enrichment  
Army Code Talkers  
The United States Government  
Unknown  
Lexile: 1300

**Media Text (s)**

Voices of American Indian Boarding Schools Audio Museum

[The Writing Revolution \(Templates\)](#)