



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Grade 6 English Language Arts

See extensions in the Unit Planner for Honors

Unit title	Unit 3: Deepening Text Understanding Through Literary and Non-Literary Context, Structure, and Style	MYP year	1	Unit duration (hrs)	40 hrs/ 6 weeks
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards		
DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p>Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p>Vocabulary: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meaning of words and phrases.</p>	<p>STANDARD 6-8.L.GC.1: Grammar, Usage, & Mechanics Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.*</p> <p>STANDARD 6-8.L.GC.2: Syntax Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.</p> <p>STANDARD 6-8.L.V.1: General, Academic, & Specialized Vocabulary Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.</p> <p>STANDARD 6-8.L.V.2: Word Analysis Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.</p> <p>STANDARD 6-8.L.V.3: Meaning & Purpose Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.</p>
TEXTS	<p>Context Students recognize influences on texts and analyze how they</p>	<p>STANDARD 6-8.T.C.1: Purpose & Audience Analyze the impact of purpose and audience on a wide variety of texts.</p>

	<p>shape meaning.</p> <p><u>Structures & Style (SS)</u> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><u>Techniques (T)</u> Students analyze and apply various techniques to comprehend and shape meaning.</p> <p><u>Research & Analysis (RA)</u> Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.</p> <p><u>Periods & Movements (PM)</u> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>	<p><u>STANDARD 6-8.T.C.2: Authors & Speakers</u> Analyze how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><u>STANDARD 6-8.T.SS.1: Organization</u> Analyze and use organizational structures to craft meaning.</p> <p><u>STANDARD 6-8.T.SS.2: Craft</u> Interpret and use language to craft engaging texts.</p> <p><u>STANDARD 6-8.T.T.1: Narrative Techniques</u> Analyze and apply narrative techniques.</p> <p><u>STANDARD 6-8.T.T.2: Expository Techniques</u> Analyze and apply expository techniques.</p> <p><u>STANDARD 6-8.T.T.3: Argumentative Techniques</u> Analyze and apply argumentative techniques.</p> <p><u>STANDARD 6-8.T.T.4: Poetic Techniques</u> Analyze and apply poetic techniques.</p> <p><u>STANDARD 6-8.RA.1: Research & Inquiry</u> Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.</p> <p><u>STANDARD 6-8.RA.2: Curating Sources & Evidence</u> Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.</p> <p><u>STANDARD 6-8.T.PM.1: Periods & Movements</u> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
<p>PRACTICES</p>	<p><u>Engagement & Intention for Comprehension & Composition (EICC)</u> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.a</p> <p><u>Situating Texts: Author, Audience, Context, & Purpose (ST)</u> Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</p> <p><u>Author’s Craft (AC)</u> Students apply knowledge of the author’s craft to enhance the interpretation and construction of texts.</p> <p><u>Collaboration & Presentation (CP)</u> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</p>	
<p>MYP Criteria <i>(for applicable MYP Courses Grades 6-10)</i></p>	<p>A- Analyzing</p> <ul style="list-style-type: none"> ● provides a perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ● perceptively analyses the effects of the creator’s choices on an audience, ● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, ● perceptively compares and contrasts by making extensive connections in features across and within genres and texts. <p>B- Organizing</p> <ul style="list-style-type: none"> ● makes sophisticated use of organizational structures that serve the context and intention effectively, 	

- effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way
 - makes excellent use of referencing and formatting tools to create an effective presentation style.
- C- Producing Text**
- demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas,
 - makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,
 - selects extensive relevant details and examples to develop ideas with precision.
- D- Using Language**
- Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression,
 - Writes in a consistently appropriate style that serves the context and intention.
 - Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective
 - Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective

MCS Gifted Standards

(applicable to advanced content course level only)

Gifted Strand 2: Creative Thinking Skills: Students will develop and utilize creative thinking through various products and problem-solving.

MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic, real-world problems and dilemmas.

Gifted Strand 3: Higher-Order Thinking and Problem-Solving Skills: Students will develop and utilize critical thinking, higher-order thinking, logical thinking and problem-solving skills in various situations.

MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

MCS.Gifted.S3B. Develop critical, inductive, and deductive reasoning to analyze and evaluate logical reasoning in various dilemmas.

MCS.Gifted.S3C. Use various strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

Gifted Strand 4: Advanced Communication and Collaboration Skills: Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the outcome.

MCS.Gifted.S4A. Develop skills and techniques for effective verbal and non-verbal communication, adjusting for a given audience or task.

MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

MCS.Gifted.S4E. Use a variety of multimedia and innovative technologies as tools to communicate individual or collaborative group work effectively.

Gifted Strand 5: Emotional Development of Self: Students will develop an understanding of themselves and how their unique abilities influence interactions with others.

MCS.Gifted.S5B. Recognize and build upon strengths and limitations.

MCS.Gifted.S5E. Advocate for self.

Gifted Strand 6: Self-Directed Learner: Students will become self-directed, independent learners.

MCS.Gifted.S6A. Set appropriately high standards for work and behavior.

MCS.Gifted.S6B. Establish and work toward short- and long-term goals.

MCS.Gifted.S6C. Persevere in the face of obstacles.

Unit Vocabulary

<u>Academic</u>	<u>Specialized</u>	<u>General</u>
<i>Texts</i> <i>apply</i> <i>Comprehension</i> <i>Interpretation</i> <i>shape meaning</i> <i>Analysis/ analyze</i> <i>Enhance</i> <i>Purpose</i> <i>Audience</i> <i>Explain</i>	<i>Evaluate / evaluation</i> <i>Techniques</i> <i>Composition</i> <i>Construction</i> <i>Structure</i> <i>Engage /engagement</i> <i>Intention</i> <i>Author</i> <i>Describe</i> <i>Recognize</i>	<i>Conflict</i> <i>Dialogue</i> <i>Motivation</i> <i>Theme</i> <i>Chronological</i> <i>Context</i> <i>Historical Context</i> <i>Evidence</i> <i>Contrast</i> <i>Impact</i>
<i>Characterization</i> <i>Perspective</i> <i>Narrative</i> <i>Mood</i> <i>Setting</i> <i>Symbolism</i> <i>Transition</i> <i>Inference</i> <i>Compare</i>	<i>Guardian</i> <i>Authority Figure</i> <i>Adversary</i> <i>Surrogate</i> <i>Alienated</i> <i>Compassionate</i> <i>Persevere</i> <i>Sanctuary</i> <i>Sovereignty</i> <i>Assimilation</i>	<i>Companion</i> <i>Comrade</i> <i>Elder</i> <i>Resilient</i> <i>Vulnerable</i> <i>Deceptive</i> <i>Encampment</i> <i>Global Conflict</i> <i>Patriotism</i> <i>Heirloom</i>

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Identity Resilience	Theme Structure Context	Orientation in Space and Time: Where we are in place and time: an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives

Statement of inquiry

Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs and form their identities.

Inquiry questions

Factual: What is effective communication? How do you pull information from a text? How do you write a research question?

Conceptual: What are the key events and how do they impact character change? What are the key episodes in the plot? How are these events connected? How do these episodes reveal themes? What distinctions are there between these ideas or events?

Debatable: To what extent does an author’s experiences impact their writing?

Assessment Tasks

Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating. Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.

- 3- 6 constructed texts (at least 1 of which is an extended constructed text)
- 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)
- 2 selected response and new read assessments for skills application to new text (s)

- 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .

Add additional rows as necessary

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i>	Standard/Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed <i>(applicable only to MYP Task)</i>
<p>Title: Constructed Response Exposition Analysis NoRedInk</p> <p>Description: After reading the exposition of Bud, Not Buddy, students will analyze the launch conflict and exposition. Through analysis of setting, character, and the repetition of a key phrase, students will explain the circumstances that set the novel's key conflict and plot.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>Authors & Speakers:</p> <p>6.T.C.2.c Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>Techniques:</p> <p>6.T.T.1.a Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>6.T.T.1.b Analyze how setting, events, conflict, and characterization influence plot pacing.</p>
<p>Title: Historical Visual Text to Deepen Understanding Research & Discourse</p> <p>Description: Students will analyze a historical photo from the Great Depression. Students will use this photo to interpret the author's purpose and craft and to generate questions to guide research and make connections to the time period. Students will write a constructed response using information from the image and at least one credible historical source (such as a documentary, biography, or government archive), explaining how this photograph reflects the struggles of American families during the 1930s.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p>	<p>Research & Analysis: Research & Inquiry:</p> <p>6.T.RA.1.a - generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.</p> <p>6.T.RA.1.b- draw from accumulated knowledge and research to analyze texts, supporting challenging, or extending ideas and information.</p> <p>6.T.RA.1.c-conducting research by locating, gathering, curating, and integrating information from credible sources about texts and related topics.</p> <p>Research & Analysis: Curating Sources & Evidence:</p> <p>6.T.RA.2.a Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.</p> <p>6.T.RA.2.b Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources.</p> <p>6.T.RA.2.c Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page</p> <p>Authors & Speakers:</p> <p>6.T.C.2.c Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development</p>

<input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	6.T.C.2.d Use credible sources to research the answers to questions on academic and individual topics of interest.
<p>Title: Constructed Response: Character Perspectives & Motivations NoRedInk</p> <p>Description: After reading a key scene, students will analyze how multiple characters view and respond to the same event. In a constructed response, students will:</p> <ol style="list-style-type: none"> 1. Identify the perspectives and motivations of at least two different characters in the scene. 2. Analyze how specific details from the text reveal each character’s perspective and motivation. 3. Rethink the scene from the point of view of another character. 4. Think about the alternate character’s motivations and impressions of the event. 5. Rewrite the scene using the details and evidence to build the alternate character’s perspective. <p>Type:</p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>Authors & Speakers:</p> <p>6.T.C.2.a Describe and analyze the development and interaction of two or more perspectives conveyed by a single text. 6.T.C.2.c Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>Techniques:</p> <p>6.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes</p>
<p>Title: Mid-Unit New Read Selected and Constructed Response - Text Techniques, Organization, & Craft</p> <p>Description: Students will read and analyze cold read passages (narrative, argument, poem) and apply skills related to text techniques, text structures, and author’s craft to answer selected response questions and write a constructed response paragraph analyzing</p>	<p>Structure & Style:</p> <p>6.T.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. 6.T.SS.2.a Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts. 6.T.SS.2.c Compare and contrast characteristics of formal style (e.g., jargon, complete sentences) with those of informal style (e.g., contractions, slang, sentence fragments) and apply understanding to writing and speaking.</p> <p>Techniques:</p> <p>6.T.T.1.b Analyze how setting, events, conflict, and characterization influence plot pacing.</p>

<p>the intertextuality of a common theme including at least two pieces of textual evidence to support the analysis of theme.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>6.TT.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.</p> <p>6.TT.3.a Recognize and explain argumentative techniques used to present and design content, including an author’s claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p> <p>6.TT.4.a Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.</p>
<p>Title: Exploring Themes Across Texts: Student Discourse (formative)</p> <p>Description: Students will participate in a structured academic discourse activity that analyzes the common themes of resilience and identity across unit texts. Students will cite evidence from both literary texts and informational texts. The discourse is framed as preparing for a youth podcast series, <i>Voices of Resilience</i>, where students’ insights could be shared with a wider audience. In small groups, students will share selected textual evidence, discuss how characters develop resilience and identity, integrate historical and informational details to deepen analysis, and synthesize ideas on an anchor chart that connects literary themes to real-world lessons.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>Text Techniques:</p> <p>6.TT.2.a Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p> <p>6.TT.2.b Compare and contrast one author’s presentation of events with that of another on the same historical event or topic.</p> <p>6.TT.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.</p> <p>6.TT.1.d Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.</p> <p>Context:</p> <p>6.T.C.2.b Explain how the author’s choice of evidence reveals the author’s perspective and impacts credibility</p> <p>6.T.C.2.c Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>Research & Analysis:</p> <p>6.T.RA.1.a Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas</p> <p>6.T.RA.1.b Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.</p> <p>6.T.RA.1.c Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.</p> <p>6.T.RA.2.c Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.</p>
<p>Title: ICT Peer Review Task</p> <p>Description: Students practice interpreting and constructing texts with a peer review task. Students will be provided a text set centered around a common topic and theme. Students will analyze a peer draft practicing the following skills:</p>	<p>Context:</p> <p>6.T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience.</p> <p>6.T.C.2.d Use credible sources to research the answers to questions on academic and individual topics of interest.</p> <p>Structure & Style:</p> <p>6.T.SS.1.a – Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p>

<ul style="list-style-type: none"> • Theme • Source Analysis • Purpose & Organization • Evidence & Elaboration • Sentence Variety • Formal/Informal Language <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>6.T.SS.1.d – Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction, supporting facts/reasons/details, and a conclusion.</p> <p>6.T.SS.2.c – Compare and contrast characteristics of formal style (e.g., jargon, complete sentences) with those of informal style (e.g., contractions, slang, fragments) and apply understandings to writing and speaking</p> <p>Techniques:</p> <p>6.T.T.2.b Compare and contrast one author’s presentation of events with that of another on the same historical event or topic.</p> <p>6.T.T.2.a Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and closure.</p> <p>6.T.T.2.d Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.</p> <p>6.T.T.3.a Recognize and explain argumentative techniques including claim, evidence, counterclaim, and logical conclusion.</p> <p>6.T.T.3.c Apply argumentative techniques (claim, relevant evidence, counterclaim, conclusion) to enhance writing and engage audiences</p>
<p>Title: End of Unit New Read Selected Response - Text Techniques, Organization, & Craft</p> <p>Description: Students will read and analyze cold read passages (narrative, expository, poem) and apply skills related to purpose, perspective & context, techniques, structure, craft, and research to answer selected response questions.</p> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>Context:</p> <p>6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p>6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p>6.T.C.2.b Explain how the author’s choice of evidence reveals the author’s perspective and impacts credibility.</p> <p>6.T.C.2.c Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p>Structure & Style:</p> <p>6.T.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p> <p>6.T.SS.2.a Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.</p> <p>Text Techniques:</p> <p>6.T.T.1.a Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>6.T.T.1.b Analyze how setting, events, conflict, and characterization influence plot pacing.</p> <p>6.T.T.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.</p> <p>6.T.T.2.a Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p> <p>Research & Analysis:</p> <p>6.T.RA.1.b Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.</p> <p>6.T.RA.2.a Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.</p>
<p>Title: Performance Task: Journeys of Identity & Resilience</p> <p>Description: Across the unit texts, individuals’ personal histories, homes, journeys, and turning</p>	<p>Context:</p> <p>6.T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience.</p> <p>Structure & Style:</p> <p>6.T.SS.1.c Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase</p>

<p>points shape identity and resilience. For this performance task, Students will construct a multimodal text/presentation that interprets and presents these ideas, demonstrating how literature connects to the MYP global context: Orientation in space and time.</p> <p>Projects will demonstrate:</p> <ul style="list-style-type: none"> • How turning points in the texts influence resilience and identity. • How characters’ and authors’ personal histories and journeys connect to broader human experiences. • How interconnectedness links literature to your life, your community, or the world. <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input checked="" type="checkbox"/> Performance Task</p>	<p>text cohesion</p> <p>Text Techniques: 6.TT.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes</p> <p>Research & Analysis: 6.T.RA.2.a Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number. 6.T.RA.2.c Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page</p>
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Approaches to learning (ATL) Skills

<p>Category: Thinking Category: Communication</p>	<p>Cluster: Reflection Cluster: Communication Skills</p>	<p>Skill Indicator: Self-Assessment of Learning Skill Indicator: Give and receive meaningful feedback Use appropriate forms of writing for different purposes and audiences; Make inferences, draw conclusions</p>
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Learning Experiences
Add additional rows below as needed.
Learning Experiences include *how* students will learn what they need to know and be able to do for *interpreting texts* and *constructing texts* expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p>Learning Experience #1 Students are introduced to the unit theme of resilience and identity through the core text <i>Bud, Not Buddy</i> and an interview with the author. They begin an evidence log to track key details, quotes, and themes as they read, situating the text within its</p>	<p>6.T.C.1.a – Analyze the development of multiple purposes within a single text and how those purposes target specific audiences 6.T.C.2.c – Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text</p>	<p>Possible Scaffolds: Visual word bank, sentence starters, partially filled in evidence log examples</p> <p>Honors Extension(s): Cross text connections, synthesis of how</p>	<p>Crash Course Photographs Interview with author Orphanages and Foster Care Situating Texts Poster/Questions</p>

<p>historical and cultural context. This activity helps students make connections between the author’s perspective, the unit theme, and their own predictions about characters and story development.</p>	<p>development</p> <p>K-12.P.ST.1 – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts</p>	<p>author’s background influenced the text</p>	<p>Evidence Log</p>
<p>Learning Experience #2 In this lesson, students analyze historical photographs to generate research questions about the Great Depression, then use credible sources to find answers and build background knowledge. Working in groups, they share their findings through discourse and create anchor charts connecting context to predictions about characters, plot, and theme. This prepares students to interpret literature more deeply by linking historical context to unit and text themes.</p>	<p>6.T.C.2.c – Identify and analyze the impact of background information and context (e.g., geography, era, historical happenings) on text development</p> <p>6.T.RA.1.a – Generate questions to guide research and make connections between related topics</p> <p>6.T.RA.1.b – Conduct research by locating, gathering, and integrating information from credible sources</p> <p>6.T.RA.2.a – Locate evidence in print/digital sources to support a central idea, recording bibliographic info</p>	<p>Possible Scaffolds: Provide printed research resources, citation graphic organizers</p> <p>Honors Extension(s): Higher order research questions, generate research questions that connect multiple photographs, multiple research source types</p>	<p>Crash Course Photographs Infographic List of Research sites</p>
<p>Learning Experience #3 Students will read both literary and nonfiction text to analyze character perspectives and motivations shaped by personal and historical context. Through guided discussion and text-based questioning, they compare how experiences influence the narrator’s outlook and choices. Students record evidence in their logs, preparing to connect perspectives across multiple texts to deepen understanding of resilience and identity.</p>	<p>6.T.C.2.a – Describe and analyze the development and interaction of two or more perspectives conveyed by a single text</p> <p>6.T.C.2.b – Explain how the author’s choice of evidence reveals perspective and impacts credibility</p> <p>6.T.C.2.c – Identify and analyze the impact of background information and context (e.g., geography, era, historical happenings) on text development</p> <p>6.T.T.1.c – Identify multiple themes and describe how relationships/interactions between characters influence and shape themes</p>	<p>Possible Scaffolds: Two column graphic organizer, Context chart, Matching theme to text examples, highlighted passages</p> <p>Honors Extension(s): Analyze theme across texts, Connect historical context to character perspectives</p>	<p>Memories of a Former Migrant Worker Bud, Not Buddy ch. 6 NoRedInk</p>
<p>Learning Experience #4 Structure & Craft In this lesson, students examine how authors use structure and craft to shape meaning across genres. Using a nonfiction text alongside a poem and novel excerpt, students will analyze organizational choices, figurative language, and style to determine how structure and language contribute to meaning, mood, and theme. This comparison strengthens their ability to interpret and apply craft techniques.</p>	<p>6.T.SS.1.a – Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes</p> <p>6.T.SS.2.a – Determine how figurative and connotative language choices contribute to meaning, mood, or tone</p> <p>6.T.SS.2.c – Compare and contrast characteristics of formal vs. informal style and apply to writing/speaking</p> <p>6.T.T.1.a – Describe how narrative techniques are used to develop plot, characters, and setting</p>	<p>Possible Scaffolds: Provide a graphic organizer with structure types (chronological, compare/contrast, stanza form, narrative arc) and match examples with visuals</p> <p>Honors Extension(s): Analyze structures and effect on theme and reader across multiple texts.</p>	<p>Mother to Son Bud, Not Buddy excerpt A Bit of Stress may Help Young People Build Resilience - Argument</p>

	6.T.T.4.a – Recognize and describe poetic techniques (stanzas, rhyme scheme, imagery, sound devices)	Write a comparative analysis paragraph explaining how craft differs across genres but serves similar purposes.	
Learning Experience #5 Students analyze a short story and novel excerpt to explore narrative techniques, including plot, character development, setting, conflict, and theme. Through close reading and discussion, they compare how authors’ structure events and develop characters to highlight themes of trust, kindness, and transformation. This work builds students’ ability to identify and apply narrative techniques in their own reading and writing.	6.T.T.1.a – Describe how narrative techniques are used to develop plot, characters, and setting 6.T.T.1.b – Analyze how setting, events, conflict, and characterization influence plot pacing 6.T.T.1.c – Identify multiple themes and describe how relationships/interactions between characters influence and shape themes 6.T.SS.1.a – Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve purposes	Possible Scaffolds: Provide a sequence chart with guiding questions, theme word bank, story map template, color coded techniques Honors Extension(s): Compare similar topics/theme across texts Analyze shifts in pacing, character analysis and comparison across texts	Bud, Not Buddy excerpts Thank You, Ma’m
Learning Experience #6 With a focus on using evidence and elaborating ideas, students will strengthen claims and responses to text-based questions. Through guided modeling and practice, students select relevant quotations or details from a literary text, then expand with explanations that connect evidence to their ideas. This process helps students develop clear, well-supported responses citing evidence and building elaboration.	6.T.RA.2.a – Locate evidence in print/digital sources to support a central idea or question 6.T.T.2.d – Apply expository techniques (main idea, facts, key details, sense of closure) to enhance writing and engage audiences 6.T.T.3.c – Apply argumentative techniques (claim, supporting evidence, counterclaim, conclusion) to enhance writing	Possible Scaffolds: Provide highlighted text excerpts Guided template: <i>Claim</i> → <i>Evidence</i> → <i>This shows...</i> → <i>This is important because...</i> Character evidence graphic organizer Honors Extension(s): Add a counterpoint: acknowledge an alternate interpretation and rebut it briefly. Add elaboration with an additional reasoning layer (cause/effect, comparison, theme).	Bud, Not Buddy excerpts NoRedInk
Learning Experience #7 Teacher provides explicit instruction on drafting argumentative essays with a clear purpose and organized structure, incorporating elaboration, sentence variety, and appropriate use of formal or informal language. Students then engage in peer revision activities, giving and receiving feedback focused on strengthening elaboration, refining sentence structure, and adjusting tone and style for audience and purpose.	6.T.T.3.c – Apply argumentative techniques (claim, supporting evidence, counterclaim, logical conclusion) 6.T.SS.1.d – Craft multi-paragraph texts with intro, supporting details, and conclusion 6.T.SS.2.c – Compare and contrast formal vs. informal style and apply to writing 6.L.GC.2.b – Use simple, compound, complex, and compound-complex sentences to condense/expand ideas 6.T.T.2.d – Apply expository techniques (main idea, facts, key details, sense of closure)	Possible Scaffolds: Paragraph frames, Essay organizers, Transition word bank, Sorting activity for formal v. informal, sentence combining formulas Honors Extension(s): Require layered elaboration (add cause/effect or comparison reasoning) Revise essay into both styles (formal/informal) and reflect on effectiveness. Experiment with more complex structures and multiple techniques (e.g., weaving narrative anecdote into introduction)	Argument writing mentor text Argument writing anchor charts

<p>Learning Experience #8 Students review key reading and writing skills across both literary and nonfiction texts, including purpose, perspective, and context. They analyze techniques (expository and narrative), organization, and craft choices such as figurative and connotative language, while also practicing research skills to gather credible evidence.</p>	<p>6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. 6.T.SS.2.a Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts. 6.T.C.2.b Explain how the author’s choice of evidence reveals the author’s perspective and impacts credibility. 6.T.C.2.c Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development. 6.T.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. 6.T.SS.2.a Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts. 6.T.T.1.a Describe how narrative techniques are used across the text to develop plot, characters, and setting. 6.T.T.1.b Analyze how setting, events, conflict, and characterization influence plot pacing. 6.T.T.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes. 6.T.T.2.a Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p>	<p>Possible Scaffolds: Guided annotations, visuals, matching, chunking texts, multiple choice</p> <p>Honors Extension(s): Open ended responses Group discussion tasks</p>	<p>“Eleven” <i>The Great Depression Crash Course</i> (Newsela) Practice Questions</p>
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Unit Texts

All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

<p>Unit Core Texts</p>	<p align="center">On-Level <i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p>	<p align="center">Honors <i>*extensions/additional texts noted here for advanced study as applicable*</i></p>	<p align="center">Support <i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i></p>
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Unit Novel (s), Plays, Extended Work (s) (Reading)	<i>Bud, Not Buddy</i> by Christopher Paul Curtis		<i>Bud, Not Buddy</i> by Christopher Paul Curtis <i>Esperanza Rising</i> (chapter excerpts only) by Pam Munoz Ryan Differentiated supports for text access include but are not limited to: <ul style="list-style-type: none"> ● Visuals ● Text translations as applicable ● Selected excerpt summaries and text chunking
Other Prose Texts and Poetry (Reading)	Thank You, M'am by Langston Hughes <i>Esperanza Rising</i> by Pam Munoz Ryan (Excerpt from NoRedInk) "Mother to Son" by Langston Hughes <i>Tough Choices</i> by Jaime Joyce "A Bit of Stress May Help Young People Build Resilience" by Science News for Students	"Harlem" Langston Hughes "If" Rudyard Kipling "I'd Rather Not Be on Relief" Lester Hunter "Noticing Mistakes Boosts Learning" by Alison Stevens	Differentiated supports for text access include but are not limited to: <ul style="list-style-type: none"> ● Visuals ● Text translations as applicable ● Selected excerpt summaries and text chunking
Visual Texts (Viewing)	"Migrant Mother" Dorothea Lange "The Louisville Flood" Smithsonian Learning Lab Photos of Hoovervilles	The Story of the Great Depression in Photos	Differentiated supports for text access include but are not limited to: <ul style="list-style-type: none"> ● Visuals ● Text translations as applicable ● Selected excerpt summaries and text chunking
Auditory Texts (Listening)	"Swing that Music" Louis Armstrong "It Don't Mean a Thing, If It Ain't Got That Swing" Louis Armstrong & Duke Ellington		Differentiated supports for text access include but are not limited to: <ul style="list-style-type: none"> ● Visuals ● Text translations as applicable ● Selected excerpt summaries and text chunking
Multimodal Texts (A single text that includes Integrated Modes)	The Great Depression Crash Course (Newsela) "Infographic Journal: Great Depression vs. Great Recession" by Brian Wallace Interview with Christopher Paul Curtis "Orphanages and Foster Care in the 1930s"		Differentiated supports for text access include but are not limited to: <ul style="list-style-type: none"> ● Visuals ● Text translations as applicable ● Selected excerpt summaries and text chunking

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.

Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.

Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..