



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 4: Crafting Compelling Arguments to Enhance Writing and Engage Audiences	MYP year	(1)	Unit duration (hrs)	45
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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 skill sets (morphology), and determine or clarify the meanings of words and phrases.</p>	<p><u>STANDARD 6-8.L.GC.1: Grammar, Usage, & Mechanics</u> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.*</p> <p><u>STANDARD 6-8.L.GC.2: Syntax</u> Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.</p> <p><u>STANDARD 6-8.L.V.1: General, Academic, & Specialized Vocabulary</u> 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><u>STANDARD 6-8.L.V.2: Word Analysis</u> 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><u>STANDARD 6-8.L.V.3: Meaning & Purpose</u> Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.</p>
TEXTS	<p><u>Context:</u> Students recognize influences on texts and analyze how they shape meaning.</p>	<p><u>STANDARD 6-8.T.C.1: Purpose & Audience</u> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><u>STANDARD 6-8.T.C.2: Authors & Speakers</u></p>

	<p><u>Style and Structure:</u> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><u>Techniques:</u> Students analyze and apply various techniques to comprehend and shape meaning.</p> <p><u>Research & Analysis:</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:</u> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>	<p>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. <p>C- Producing Text</p> <ul style="list-style-type: none"> ● 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. <p>D- Using Language</p> <ul style="list-style-type: none"> ● 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
<p>MCS Gifted Standards (as applicable to advanced content courses)</p>	
<p>Gifted Strand 2: Creative Thinking Skills: Students will develop and utilize creative thinking through various products and problem-solving.</p> <p>MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.</p> <p>MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic, real-world problems and dilemmas.</p> <p>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.</p> <p>MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.</p> <p>MCS.Gifted.S3B. Develop critical, inductive, and deductive reasoning to analyze and evaluate logical reasoning in various dilemmas.</p> <p>MCS.Gifted.S3C. Use various strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.</p> <p>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.</p> <p>MCS.Gifted.S4A. Develop skills and techniques for effective verbal and non-verbal communication, adjusting for a given audience or task.</p> <p>MCS.Gifted.S4B. During collaboration, recognize and examine the value of others' strengths, thoughts, ideas, and feelings.</p> <p>MCS.Gifted.S4C. Establish a common goal utilizing the strengths of each group member.</p> <p>MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.</p> <p>MCS.Gifted.S4E. Use a variety of multimedia and innovative technologies as tools to communicate individual or collaborative group work effectively.</p> <p>Gifted Strand 5: Emotional Development of Self: Students will develop an understanding of themselves and how their unique abilities influence interactions with others.</p> <p>MCS.Gifted.S5A. Explore personal beliefs, feelings, and self-understanding regarding one's unique giftedness.</p> <p>MCS.Gifted.S5B. Recognize and build upon strengths and limitations.</p> <p>MCS.Gifted.S5D. Develop a shift in actions, feelings, and thoughts.</p> <p>MCS.Gifted.S5E. Advocate for self.</p> <p>Gifted Strand 6: Self-Directed Learner: Students will become self-directed, independent learners.</p> <p>MCS.Gifted.S6A. Set appropriately high standards for work and behavior.</p> <p>MCS.Gifted.S6B. Establish and work toward short- and long-term goals.</p> <p>MCS.Gifted.S6C. Persevere in the face of obstacles.</p> <p>MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.</p> <p>MCS.Gifted.S6E. Seek opportunities for self-growth through risk-taking and curiosity in various situations.</p> <p>MCS. Gifted. S6F. Seek opportunities to be productive and proactive in various situations.</p>	

Unit Vocabulary		
Academic <i>Alliteration</i> <i>Symbolism</i> <i>Mood</i> <i>Narrator (or Speaker)</i> <i>Diction</i> <i>Denotation</i> <i>Interpretation Context</i>	 <i>Imagery</i> <i>Tone</i> <i>Theme</i> <i>Audience</i> <i>Connotation</i> <i>Explication</i> <i>Analysis</i>	Specialized <i>Text Structure</i> <i>Genre</i> <i>Author’s Lens</i> <i>Craft Techniques</i>
General <i>Various vocabulary selected from texts studied in the unit</i>		
IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS		
Key concept	Related concept(s)	Global context
Development	Point of View Purpose Style	Fairness and Development
Statement of Inquiry		
Stories and informational texts reveal how individuals and communities respond to injustice, showing that individual voices can inspire meaningful change.		
Inquiry questions		
Factual: Who are examples of historical or literary figures who used their voices to inspire change? What events or conflicts in our anchor texts show characters experiencing unfair treatment? Conceptual: How do authors use voice and perspective to shape our understanding of justice and injustice? How can characters’ responses to unfairness reveal themes about courage, resilience, or hope? How do different genres (fiction, biography, memoir, speeches) approach the theme of fairness differently? In what ways can communication—written or spoken—change how societies view justice? How do authors develop characters, events, and ideas through plot development? Debatable: Is it the responsibility of individuals to speak out against injustice, even when their voices may not be heard? Do stories inspire social change more effectively than facts and statistics? Can one person’s voice truly make a significant difference in promoting fairness and justice? Is fairness the same for everyone, or does fairness depend on perspective?		
Assessment Tasks		
<i>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.</i> <ul style="list-style-type: none"> • 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		

<p>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i></p>	<p>Standard + Grade Level Expectation (s) Assessed and/or</p> <p>MYP Criterion Assessed <i>(applicable only to MYP Task)</i></p>
<p>Title: Unit Introduction Constructed Response</p> <p>Description: In this constructed response task, students identify the author’s purpose and target audience, using details from the text to justify their thinking. Students will analyze the development of multiple purposes within a single text and how those purposes target specific audiences. The focus is on explaining <i>why</i> the author wrote the text and <i>who</i> the message is meant to reach.</p> <p>Honors Extension: Students will use 3 texts for intertextual analysis of how each text and its format helps achieve a purpose.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<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.T.2.d Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.</p>
<p>Title: Unit 4 Literature Circle Discourse 1</p> <p>Description: Using their selected novels, students will engage in a collaborative discussion that examines how the author’s purpose, expository techniques, text modes, and intended audience shape the meaning and impact of their selected text. They will use textual evidence, respond to peers’ ideas, and work together to develop a clearer</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.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>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>understanding of how authors make purposeful choices to communicate information effectively.</p> <p>Honors Extension: Students will participate in an Author’s Craft Gallery Walk. Students showcase their thinking in visual form and learn from peers through movement, discussion, and reflection.</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>Title: Unit 4 Literature Circle Discourse 2 (Honors)</p> <p>Description: Students will participate in a structured academic discourse that analyzes how the core novel relates to the supplementary text themes of justice, fairness, and/or inspiring change. Using Literary Circles, students will cite evidence from a literary text as well as informational texts.</p> <p>In small groups, students will:</p> <ul style="list-style-type: none"> ● Make a Claim/position about how the book demonstrates justice, fairness, or inspiring change ● Cite Text evidence from the novel (quote or paraphrase with context) ● Cite Text evidence from an informational source (article, video, or nonfiction text) 	<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.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>6.T.T.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.T.T.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</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>

<ul style="list-style-type: none"> ● Explain how the texts connect and what message about change or fairness they share ● Demonstrate their Academic conversation skills: build on peers' ideas, restate, question, clarify, and respectfully disagree when needed <p>Students will have 2 options for real-world product: Student led "change-maker" newsletter or "If I were there" perspective rewrite.</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>Title: Unit 4 Mid-unit Cold Read - Context, Expository Techniques, and Research</p> <p>Description: This assessment is a cold read that mirrors GA Milestones expectations, requiring students to analyze author's purposes and audiences, interpret text features, and evaluate expository techniques. Students will also generate and apply research-based questions, locate and integrate information, and use accumulated knowledge to analyze and extend ideas within the text.</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>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.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>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>

<input type="checkbox"/> Performance Task	
<p>Title: Unit 4 Discourse 3: Literature Circles with Theme Constructed Response</p> <p>Description: In this discourse, students will participate in a literature circle that examines how a shared global context of fairness and development emerges and develops across different novels and supplemental texts. Working together, students will identify key events, character choices, conflicts, and author’s craft moves that shape this theme within your text. Comparisons will be made between one author’s approach and the way other authors present similar ideas.</p> <p>Honors Extension: Students will build an inquiry board, “What we still wonder” following the discourse. In addition, honors students will complete a synthesis constructed response.</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.a Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>6.TT.1.b Analyze how setting, events, conflict, and characterization influence plot pacing.</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>6.TT.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.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: Unit 4 Discourse & Constructed Response: Crafting an Argument</p> <p>Description: This discourse assessment engages students in an evidence-based, student-led discussion where they collaboratively develop claims, consider counterclaims, and connect real-world school policies to broader ideas of fairness, justice, and educational change.</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.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</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>Students practice authentic argumentative dialogue by evaluating perspectives, citing evidence, and responding thoughtfully to peers.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	
<p>Title: Unit 4 Selected Response with Peer Revision Task</p> <p>Description: This assessment is a cold-read, research-informed task in which students analyze how authors develop purposes, claims, evidence, and expository structures across print and digital sources about collective action and strikes. Through multiple choice questions, students evaluate credibility, identify argumentative and expository techniques, generate and apply research questions, and integrate information. Students also apply skills in a peer revision task. Students use accumulated knowledge to support, challenge, or extend ideas, demonstrating their ability to comprehend, analyze, and connect texts within a real-world scenario.</p> <p>Type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<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.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>6.T.T.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.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.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>Title: Unit 4 Crafting an Argument Essay</p> <p>Description: In this argument writing task, students will craft a multi-paragraph response addressing whether young people can change the world, using credible sources to develop a clear claim, relevant evidence, and a counterclaim. Students will apply expository and argumentative techniques, organize ideas with coherence, and include basic parenthetical citations and a works cited entry to support and credit their research.</p> <p>Honors Extension: Students will construct an Annotated Bibliography from their research to accompany their argument essay.</p> <p>h.Type:</p> <p><input type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> MYP Task</p> <p><input checked="" 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, descriptions, and/or events; and a conclusion.</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>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.c Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</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>
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Approaches to Learning (ATL) Skills

Skill Category: Self-Management

Skill Cluster: Reflection Skills

Skill Indicator and Description (SGObj, Learning Exp, Summative):In order for a student to use appropriate forms of writing for different purposes and audiences they must focus on the process of creating by imitating the work of others.

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 text** expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p>Learning Experience 1: Analyzing Author’s Purpose and Audience — <i>The Why and Who</i></p> <p>In this learning experience, students examine how authors craft texts for specific purposes and audiences, analyzing how multiple purposes can develop within a single text. Students evaluate how authors’ choices—such as word choice, evidence, and text features—are shaped by the intended audience and purpose, drawing on skills from the Practices domain to consider context and authorial decisions. Through guided analysis and collaborative discussion, students learn to identify the "why" behind a text and the "who" it is designed to reach, strengthening their ability to interpret and construct purpose-driven texts.</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.c Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p>	<p>Support:</p> <ul style="list-style-type: none"> ● Annotation frames ● Excerpts <p>Honors Extensions:</p> <ul style="list-style-type: none"> ● Comparative Analysis ● Purpose Shifts/Rewrite 	<p>Introducing the global context through nonfiction texts.</p> <p>Students select from 3 literary texts (novels) for Lit. Circle study</p>
<p>Learning Experience 2: Narrative and Poetic Techniques to Strengthen Arguments</p> <p>As they continue to read and connect the core novel to the unit theme, students explore how narrative elements—such as character interactions, key events, setting details, and pacing—can be intentionally woven into argumentative writing to make claims more vivid, engaging, and persuasive. They study mentor texts to see how authors use anecdotes, descriptive moments, and narrative sequencing to illustrate real-world stakes and appeal to the audience’s emotions, knowledge, or values. Students then practice embedding purposeful narrative techniques into their own arguments, ensuring that each anecdote or descriptive detail strengthens the claim and supports the overall purpose. By blending storytelling with evidence-based reasoning, students learn to craft</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.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.</p> <p>6.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>6.T.T.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>6.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p>6.T.SS.2.b Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.</p>	<p>Support:</p> <ul style="list-style-type: none"> ● Annotated Mentor Models ● Narrative to Argument Bridge Frames ● Teacher provided excerpts for students to use in lieu of them finding their own. <p>Honors Extensions:</p> <ul style="list-style-type: none"> ● Manipulate Arguments for Multiple Perspectives 	<p>Novel selections for literature circles, poetry and short stories connected to global context</p>

arguments that are both compelling and credible.			
<p>Learning Experience 3: Expository Text Techniques & Text Modes</p> <p>In this learning experience, students explore how expository texts are structured and designed, recognizing techniques such as main ideas, facts, key details, and a sense of closure . They compare how different authors present information about the same topic, noting how choices in text mode—print, digital, infographic, video, or multimodal—shape meaning and accessibility. Students analyze how organizational structures and text features support comprehension and purpose. This experience strengthens students’ ability to interpret and construct expository content across multiple modes, preparing them for real-world communication tasks.</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>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.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.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.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>Support:</p> <ul style="list-style-type: none"> ● Text Structure Menu ● Mode and Feature Checklist ● Signal Word Bank <p>Honors Extensions:</p> <ul style="list-style-type: none"> ● Redesign Challenge ● Synthesis Across Modes ● Increased Text Complexity 	<p>Deeper analysis of expository text features and text modes using nonfiction texts and multimodal texts.</p> <p>Reading of Lit. Circle novels</p>
<p>Learning Experience 4: The Research Process</p> <p>Students engage in the research cycle beginning with generating meaningful questions that guide inquiry and connect related ideas . As they move deeper into investigation, students locate, evaluate, and curate information from credible print and digital sources, analyzing features that signal reliability and relevance. Students then synthesize their findings to support, challenge, or extend ideas found in texts, integrating evidence with appropriate citations to avoid plagiarism. Ultimately, this experience strengthens their ability to conduct purposeful research and communicate findings clearly and ethically across multiple modes.</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.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</p>	<p>Support:</p> <ul style="list-style-type: none"> ● Question Stem Prompts ● Credibility Cues ● Sentence Frames <p>Honors Extensions:</p> <ul style="list-style-type: none"> ● Multi-Source Reliability Comparison ● Counter-Research Challenge ● Building an Annotated Bibliography to inform the argument essay 	<p>Expository texts and multi-modal texts used in LE1 and LE2 will be used to launch student research.</p> <p>Reading of Lit. circle novels (connecting thematically to expository texts for research inquiry and focus)</p>

	<p>each source is accompanied by a basic entry on a works cited page.</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>Learning Experience 5: Building Evidence-Based Arguments</p> <p>In this learning experience, students learn how authors construct effective arguments by identifying claims, selecting relevant evidence, and recognizing the role of counterclaims and logical conclusions. They examine how credible sources, purposeful organization, and clear reasoning strengthen an argument’s impact on the intended audience, drawing on knowledge of author, purpose, and context to evaluate effectiveness. Additionally, students explore how different modes—written essays, speeches, infographics, or multimodal presentations—shape the delivery and impact of an argument, analyzing which formats best support clarity and persuasion.</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.T.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.T.T.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</p> <p>6.T.RA.2b Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources.</p>	<p>Support:</p> <ul style="list-style-type: none"> ● Graphic Organizer ● Mode Comparison Chart <p>Honors Extensions:</p> <ul style="list-style-type: none"> ● Comparisons of similar argument across modes ● Rebuttal Analysis ● Rhetorical Techniques 	<p>Argument exemplars will be used as mentor texts for students to craft an argument.</p> <p>Expository texts will be used to provide evidence for student arguments.</p> <p>Literary connections through Lit. circle novel selections</p>
<p>Learning Experience 6: Deepening Expository Understanding Through Multi-Text Exploration</p> <p>In this learning experience, students deepen their understanding of expository techniques by working with a new set of informational texts, digital resources, and multimodal sources across different topics . Through these various texts, students continue practicing how to identify main ideas, key details, organizational structures, and sense of closure—while recognizing how authors tailor content and design to purpose and audience . Students also compare multiple expository sources on the same topic, analyzing how each author’s choices shape meaning and how cross-text reading builds background knowledge and conceptual</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>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.C.1.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.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.RA.1.c Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or</p>	<p>Support:</p> <ul style="list-style-type: none"> ● Graphic Organizer ● Main Idea & Structure Frames ● Cross-Text Comparison Charts <p>Honors Extensions:</p> <ul style="list-style-type: none"> ● Comparisons of similar argument across modes ● Hexagonal Thinking ● Mode Critiques 	<p>Expository texts connected to global context</p>

<p>understanding. This prepares learners for future argument writing by helping them learn how to extract relevant information, notice differing perspectives, and evaluate which evidence is most useful when forming claims.</p>	<p>extending ideas and information.</p>		
<p>Learning Experience 7: Debate and Discourse</p> <p>Students will engage in a structured debate and academic discourse to strengthen their ability to articulate claims, respond to counterarguments, and use evidence purposefully in real-time conversations. They learn how audience and purpose shape spoken argumentation, practicing active listening, respectful rebuttal, and strategic questioning to deepen understanding and advance ideas . Students also examine how tone, pacing, and nonverbal communication influence the effectiveness of spoken arguments, applying these skills as they participate in debates and collaborative discussions . This experience builds students’ confidence and competence in using discourse as a powerful tool for reasoning, persuasion, and collaborative problem-solving.</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.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</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.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience.</p>	<p>Support:</p> <ul style="list-style-type: none"> ● Debate Sentence Stems ● Active Listening & Evidence Tracking Sheet <p>Honors Extensions:</p> <ul style="list-style-type: none"> ● Question Generation ● Multi-Role Perspective Switch 	<p>Previously read informational and argument texts</p>

<p>Learning Experience 8: Engaging in Peer Review for Argument Writing</p> <p>Students will participate in structured peer review to strengthen their argumentative writing by evaluating how well claims, evidence, reasoning, and counterarguments are developed. Using collaborative norms and peer-feedback protocols, students offer constructive insights on clarity, organization, citation use, and audience impact, drawing on knowledge of purpose and argument techniques to guide revisions . They analyze peers’ drafts through the lens of author’s craft—assessing word choice, sentence structure, and coherence—to determine how effectively the writing communicates its argument . Ultimately, students apply this feedback to revise their own work, deepening their understanding of argument quality and strengthening their writing process.</p>	<p>6.T.T.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.T.T.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</p> <p>6.T.SS.1.b Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.</p> <p>6.T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience.</p> <p>6.L.V.2.d Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.</p>	<p>Support:</p> <ul style="list-style-type: none"> ● Peer Review Checklist ● Feedback Sentence Frames <p>Honors Extension:</p> <ul style="list-style-type: none"> ● Comparative Analysis 	<p>Students will utilize any previously read texts to build their argument.</p>
<p>Learning Experience 9: Constructing an Argument & Applying Argument Techniques and Modes</p> <p>Finally, students bring together their understanding of argumentative techniques to construct clear, well-reasoned arguments supported by relevant evidence . They learn to craft claims, integrate credible sources with appropriate citations, and develop logical conclusions while considering how audience and purpose influence the choices they make as writers. Through planning, drafting, and revising, students refine their arguments to</p>	<p>6.T.T.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.T.T.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</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>Support:</p> <ul style="list-style-type: none"> ● Citation Support Guide ● Graphic Organizer ● Mentor Texts <p>Honors Extensions:</p> <ul style="list-style-type: none"> ● Rhetorical Strategy Integration 	

effectively communicate ideas across multiple modes and contexts.			
Unit Texts <i>All texts meet grade-level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.</i>			
Unit Core Texts	On-Level <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	Honors <i>*Additional/differentiated texts noted here for advanced study as applicable*</i>	Support <i>*grade level complex text (s) accessibility support provided for access to grade-level content/text*</i>
Unit Novel (s), Plays, Extended Work (s)	<i>Touching Spirit Bear (730L)</i> <i>Brown Girl Dreaming (990L)</i> <i>Journey to Topaz (980L)</i>	Additional Option for Honors in place of <i>Touching Spirit Bear: Farewell to Manzanar (1040L)</i>	Accessibility support for the texts will be provided based on individual student needs. Adapted or leveled versions will be available as necessary to ensure comprehension and engagement. Additionally, audio support will be provided for students who benefit from auditory reinforcement. If no adaptations are needed, students will access the standard text format with appropriate instructional support.
Other Prose Texts and Poetry	"For the Equal Rights Amendment" by Shirley Chisolm (930L) "California About to Bump Minimum Wage to \$15 per Hour" (930L) Article "Pay Us Fair Wage" (NP) Poem "Seaweed Solution" (1000L) Article "Ruby Bridges" (930L) Article "Should Your School Day Start Later?"(1010) Article Do People Really Change? (890) Article "In Middle School Garden, Both Plants and Sixth Graders Grow" (900L) Article Drum Dream Girl (NP) Poem The Scholarship Jacket (750L) Short Story	"In South Africa's drought, people grow desperate for drinking water" (1040L) Article "Lee Sherman and the Toxic Louisiana Bayou" (1060L) Article	

Visual Texts (Viewing)	Children Pump Water in Cambodia Photo The Water Haves and Have Nots Photo Child Labor Strike Photo	Civics 101 Podcast: Labor Strikes	
Auditory Texts (Listening)	Why it Matters: Water Scarcity Podcast (First 2 minutes)	"Cutting the Cords: How Wireless Charging Will Keep Toxic Waste Out of Landfills" (1270L) Article with infographics	
Multimodal Texts <i>(A single text that includes Integrated Modes)</i>	The Debate Over School Start Times Video You Can Live Without Producing Trash Video How Does Wireless Charging Work? Video		

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, etc..