



**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\**

<b>Unit title</b>	Unit 5: An Exploration of the Ways in which Texts are Interrelated	<b>MYP year</b>	(1)	<b>Unit duration (hrs)</b>	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
<b>LANGUAGE</b>	<p><b>Grammar Conventions:</b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><b>Vocabulary:</b> 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><b>Grammar Conventions</b>  <u>Grammar, Usage, and Mechanics</u>            6.L.GC.1  <u>Syntax</u>            6.L.GC.2.(a-d)</p> <p><b>Vocabulary</b>  <u>General, Academic &amp; Specialized Vocabulary</u>            6.L.V.1.b  <u>Word Analysis</u>            6.L.V.2 (b, d)  <u>Meaning &amp; Purpose</u>            6.L.V.3.e</p>
<b>TEXTS</b>	<p><b>Context:</b> Students recognize influences on texts and analyze how they shape meaning.</p>	<p><b>Context</b>  <u>Purpose and Audience</u>            6.T.C.1. (a, b, c)</p>

Published: 2/2026 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

	<p><b>Style and Structure:</b> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><b>Techniques:</b> Students analyze and apply various techniques to comprehend and shape meaning.</p> <p><b>Research &amp; Analysis:</b> 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><b>Periods &amp; Movements:</b> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>	<p><u>Authors &amp; Speakers</u> 6. T.C.2 (a, b, c, d)</p> <p><b>Structures &amp; Style</b> <u>Organization</u> 6.T.SS.1 (a, d) <u>Craft</u> 6.T.SS.2 (a, b, c)</p> <p><b>Techniques</b> <u>Narrative Techniques</u> 6.T.T.1.e <u>Expository Techniques</u> 6.T.T.2.d <u>Argumentative Techniques</u> 6.T.T.3.c <u>Poetic Techniques</u> 6.T.T.4.(a, b)</p> <p><b>Research &amp; Analysis</b> <u>Research &amp; Inquiry</u> 6.T.RA.1.(a, b, c) <u>Curating Sources &amp; Evidence</u> 6.T.RA.2.c</p> <p><b>Periods &amp; Movements</b> <u>Periods &amp; Movements</u> 6.T.PM.1 (a, b)</p>
<p><b>MYP Criteria</b> <i>(for applicable MYP Courses Grades 6-10 )</i></p>	<p><b>A- Analyzing</b></p> <ul style="list-style-type: none"> <li>● provides a perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts,</li> <li>● perceptively analyses the effects of the creator’s choices on an audience,</li> <li>● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology,</li> <li>● perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</li> </ul> <p><b>B- Organizing</b></p> <ul style="list-style-type: none"> <li>● makes sophisticated use of organizational structures that serve the context and intention effectively,</li> <li>● effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</li> <li>● makes excellent use of referencing and formatting tools to create an effective presentation style.</li> </ul> <p><b>C- Producing Text</b></p>	

- 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](#)

*(as applicable to advanced content courses)*

**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.S4B. During collaboration, recognize and examine the value of others' strengths, thoughts, ideas, and feelings.

MCS.Gifted.S4C. Establish a common goal utilizing the strengths of each group member.

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.S5A. Explore personal beliefs, feelings, and self-understanding regarding one's unique giftedness.

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

MCS.Gifted.S5D. Develop a shift in actions, feelings, and thoughts.

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.

MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.

MCS.Gifted.S6E. Seek opportunities for self-growth through risk-taking and curiosity in various situations.  
MCS. Gifted. S6F. Seek opportunities to be productive and proactive in various situations.

**Unit Vocabulary**

<b>Academic</b> (frequently encountered terms in academic contexts derived from ELA standards)	<b>Specialized</b> (Discipline-specific terms to ELA Content within the standards)	<b>General</b> (critical terms taught from unit text (s) and concepts to aid in comprehension)
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**IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS**

Key concept	Related concept(s)	Global context
<p>Creativity</p> <p>Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.</p>	<p>Systems, Perspective, Impact</p>	<p>Scientific and Technological Innovation</p>

**Statement of Inquiry**

Scientific and technological innovations develop over time in response to human needs and perspectives, shaping society in both positive and challenging ways.

**Inquiry questions**

**Factual:** What are major scientific and technological innovations across history?

**Conceptual:** How does innovation change systems and societies?

**Debatable:** Is innovation always progress?

**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**

<b>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</b> <i>(H) - indicates Honors level assessment</i>	<b>Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed</b> <i>(applicable only to MYP Task)</i>
<p><b>Title: Explaining Innovation: How Inventions Solve Real-World Problems Constructed Response</b>            Students research how past inventions responded to these problems and how those inventions changed society. Students will use text sources to write an expository paragraph explaining how one invention solved a problem.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></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>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.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 Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.</p>
<p><b>Title: Inquiry Into Innovation: Researching Problems and Solutions</b>            Students begin by exploring real-world problems people have faced across history (communication, work, learning, transportation, community needs). Students research a real-world problem by gathering basic facts from timelines, videos, and informational texts in order to clearly identify the issue. Students will gather notes with text citations to define a problem, explain cause-and-effect relationships, and summarize how an invention responds to the problem.</p> <p><b>Type:</b></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.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.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>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.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p>

<input checked="" type="checkbox"/> <b>Formative</b> <input type="checkbox"/> <b>Summative</b> <input type="checkbox"/> <b>MYP Task</b> <input type="checkbox"/> <b>Performance Task</b>	
<p><b>Title: Discourse One:Voices Behind the Code: Discourse on Innovation, Perspective, and Purpose</b></p> <p>In this discourse-based assessment, students analyze a set of texts to build historical background and examine how innovation solved problems in times of conflict and/or competition. Through structured discussion, students explore multiple purposes and perspectives, comparing how different groups (Navajo Code Talkers, women mathematicians, military leaders) contributed to success and were represented across texts. Students demonstrate understanding by citing evidence, explaining historical context, and discussing how perspectives interact and deepen meaning across informational and literary sources.</p> <p><b>Type:</b></p> <input checked="" type="checkbox"/> <b>Formative</b> <input type="checkbox"/> <b>Summative</b> <input type="checkbox"/> <b>MYP Task</b> <input type="checkbox"/> <b>Performance Task</b>	<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.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.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>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.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p>
<p><b>Title: Voices of Innovation: Experiences and Perspectives Constructed Response</b></p> <p>Students examine how innovations affect different groups of people. Using biographies, case studies, and independent novel connections, students explore perspectives such as inventors, workers, students, and communities. They begin developing their own invention idea by identifying who it is meant to help. Students will construct a narrative</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.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.1.e Apply narrative techniques to enhance writing, engage audiences, and 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>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>response written from the point of view of someone using or affected by an invention.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></p>	
<p><b>Title: Purpose, Perspective, and Context Across Texts Cold Read</b></p> <p>In this cold-read formative assessment, students analyze a short text set that includes a video, an informational text, and a multimodal infographic to build understanding of a shared topic. Students examine how authors develop multiple purposes for different audiences, use text features and organizational structures strategically, and present evidence that reveals perspective and credibility within a specific historical or situational context. Students also analyze how language choices—formal and informal, figurative and connotative—shape meaning, tone, and the interaction of perspectives across modes.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></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.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 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>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>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><b>Title: Tracking Story Elements and Theme Development</b></p> <p>Using <i>The Fun they Had</i> or <i>The Feathered Friend</i> as a shared text, students analyze how narrative techniques develop plot, characters, and setting across the story. Students examine how setting, key events, conflict, and characterization work together to influence plot pacing. They also identify multiple themes and explain how</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.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.1.e Apply narrative techniques to enhance writing, engage audiences, and 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>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>relationships and interactions between characters shape those themes throughout the text.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></p>	
<p><b>Title: Sounds of Solutions: Poetry as Innovation</b></p> <p>Students explore how poetic techniques can be used to design messages that engage and persuade an audience. Through mentor jingles and short poems, students analyze how stanzas, rhyme schemes, imagery, figurative language, and sound devices work together to communicate an idea clearly and memorably. They then apply these techniques by creating a jingle for an original invention designed to solve a real-world problem. The jingle will highlight the problem, the purpose of the invention, and its benefits, using intentional poetic choices to capture attention and communicate meaning in a creative, audience-focused way.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></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>6.TT.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.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.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.SS.2.a Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.</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>6.T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience.</p>
<p><b>Title: Arguing for an Invention: Claims, Evidence, and Counterclaims Constructed Response</b></p> <p>Students analyze the benefits and drawbacks of innovations and apply that thinking to their own invention. They explain how their invention would help</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.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.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>solve a problem while also acknowledging possible challenges or limitations. Using argument techniques, students will make a clear claim, support ideas with evidence, and acknowledge a counterpoint.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></p>	<p>6.T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience.</p>
<p><b>The Innovation Portfolio: Making the Case for Change Through Multimodal Composition</b></p> <p>In this project, students apply research, narrative, expository, argumentative, and poetic techniques to design and present an original invention that addresses a real-world problem. Students explain how their invention works using clear expository writing, tell the human story of who the invention helps through narrative perspective, and make an evidence-based argument for why the invention should be produced while acknowledging a counterclaim. Through a multimodal portfolio, students intentionally choose modes and techniques to communicate ideas, engage audiences, and demonstrate how innovation can drive meaningful change.</p> <p><b>Type:</b></p> <p><input type="checkbox"/> <b>Formative</b></p> <p><input checked="" type="checkbox"/> <b>Summative</b></p> <p><input checked="" type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></p>	<p>6.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</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.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.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>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.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><b>Title: Understanding Progress Through Story and History - Discourse 2</b></p> <p>After finishing the unit texts and novel,</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.T.2.d Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.</p>

<p>students will participate in a guided discussion where they examine how the author uses both storytelling and informational techniques to explain the importance of a historical innovation. Students connect the story to its historical context, discuss why the innovation mattered at the time, and compare the book to other texts that tell stories of problem-solving and progress. This activity builds critical thinking, speaking, and evidence-based discussion skills.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></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>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.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p>
<p><b>Title: Purpose, Perspective, and Context Across Texts Cold Read</b></p> <p>In this summative assessment, students analyze a complex text to examine how multiple perspectives are developed and interact within a single work. Students evaluate how an author’s use of evidence, background context, organizational structures, and language choices (figurative, connotative, formal, and informal) shape meaning, tone, credibility, and purpose for specific audiences. Students demonstrate mastery by explaining their analysis with text evidence and applying their understanding of style and structure in written or spoken responses.</p> <p><b>Type:</b></p> <p><input type="checkbox"/> <b>Formative</b></p> <p><input checked="" type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></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.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 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>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>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>

## 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><b>LE1: Unit Launch - What is Innovation?</b> In this unit launch, students build background knowledge and historical context to understand why innovation happens and how it responds to human needs. Through short texts, visuals, and discussion, students explore key ideas, time periods, and examples that will ground their thinking as they begin analyzing inventions, perspectives, and impacts throughout the unit.</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. 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. K-12.P.EICC.3.a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. K-12.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience.</p>	<p>Scaffolds: Bank of research topics Notes template Credible source bank</p> <p>Honors Extensions: Cross-source synthesis Problem zoom in-zoom out protocol Source credibility ranking</p>	<p>The Story of Innovation</p>

<p><b>LE2: Understanding Origins of Innovation</b>  In this task, students explore the question <i>What is innovation, and how has it developed across eras?</i> by identifying patterns of innovation across different historical periods. Students will read texts in multiple modes to gather information, context, structure and style. Through research and expository writing, students define innovation, identify a real-world problem, and gather source-based notes to explain how innovations emerge in response to human needs over time.</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>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.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 Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.</p> <p>6.T.PM.1a Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.</p> <p>6.T.PM.2.b Read and comprehend one genre of literature from a particular time period.</p>	<p>Scaffolds:  Supported analysis  Paragraph frame  Citation frame  Problem-solution bank</p> <p>Honors Extensions:  Pattern mapping  Era comparisons  Deeper source analysis: research notes from multiple modes</p>	<p>Inventions that changed the world video and transcript</p> <p>Timeline of Communication</p> <p>Technology over time - Learning Media  Timeline Activity</p>
<p><b>LE3 Innovation in Times of Conflict &amp; Competition</b>  In this task, students explore how diverse contributors and causes of</p>	<p>6.T.T.2.a Recognize and describe expository techniques used to present and design</p>	<p>Scaffolds:  Time/place anchors  Cause/effect bridge</p>	<p>Code Talkers Video Newsela</p>

<p>innovation shape change across time through the lens of perspective and impact. Using expository reading and design, students analyze how different individuals and groups contribute to innovation and explain the effects those innovations have on people and society.</p>	<p>content, including main ideas, facts, key details, and a sense of closure.          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.          6.T.T.2.d Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage 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.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.C.2.d Use credible sources to research the answers to questions on academic and individual topics of interest.          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>Graphic organizer           Honors Extensions:          Impact chain          Rewrite challenge</p>	<p>Navajo Code Talkers Used their native language to help win a war           Cracking Code Purple female code breaker during wwii           Army Code Talkers           The Women of Hidden Figures</p>
<p><b>LE4 Innovation Through Lived Experience &amp; Story</b> In this task, students explore innovation in times of conflict and competition by analyzing the stories of people affected by new inventions. Students study how narrative techniques—such as point of view, description, and character experience—are used to convey perspective and impact, then apply these techniques by writing from the perspective of someone using or influenced by an innovation during a time of change.</p>	<p>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.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.          6.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and 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.</p>	<p>Scaffolds:          Guided analysis          Annotation symbols          Perspective frames           Honors Extensions:          Perspective shift challenge          Craft move spotlight</p>	<p>Feathered Friend          The Fun They Had</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><b>LE5 Analyzing the Impact of Innovation Through Expository Texts</b></p> <p>Students examine the impact of innovation on society over time with a focus on expository techniques, structure, and style. Students focus on how authors use organizational structures, text features, and language choices to clearly explain ideas and convey the effects of inventions on people and systems through analysis of text features, key details, and intentional language choices.</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.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.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.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience.</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.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>Scaffolds: Poetry annotation guide Stanza frames Technique bank</p> <p>Honors Extensions: Poem-informational text pairing Differentiated text</p>	<p>The industrial revolution and technology 950-1300L</p> <p>How AI Will Change the World</p> <p>Technology haiku</p> <p>Dreams (H)</p> <p>Innovation original poem (OL)</p> <p>The Secret of the Machines poem (H)</p> <p>Timeline of Communication</p> <p>Technology over time - Learning Media Timeline Activity</p> <p>Time Magazine Covers (H)</p>
<p><b>LE6 Weighing the Impact of Innovation: Claims and Counterclaims</b></p> <p>In this task, students examine the impact of innovation by analyzing argument texts that</p>	<p>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</p>	<p>Scaffolds: Paragraph frame Claim/counter-claim sort Signal word bank</p>	<p>How inventions change history for better and for worse</p> <p>Reader’s Theater: What Counts as Progress</p>

<p>present both the benefits and drawbacks of inventions. Students evaluate how authors develop claims and counterclaims and use evidence to argue whether an invention is ultimately positive for society.</p>	<p>counterclaim, and a conclusion that logically follows the argument.  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.  T.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.  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.  T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience.</p>	<p>Honors Extensions:  Counter-claim revisions  Counter-claim ranking</p>	<p>Is Our Gain Also Our Loss?   Art: Domination of technology on human</p>
<p><b>LE7 Title: Pitch It, Sell It, Tell It: Making Ideas Stick</b>  Students present their invention projects to an authentic audience, using intentional communication choices to showcase how their ideas solve real-world problems. Through their presentations, students draw on narrative, poetic, expository, and argumentative techniques to explain, persuade, and engage. As both presenters and audience members, students focus on how purpose, audience, and technique shape impact. After observing multiple presentations, students construct written responses explaining which presentations were most effective in their use of each technique and why those choices worked for the intended purpose and audience. This learning experience emphasizes that effective ideas are not just created but are thoughtfully communicated, and that different writing approaches can influence how messages are understood, remembered, and valued.</p>	<p>6.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.  6.T.T.2.c: Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.  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.  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.  K-12.P.CP.2: Presentation  Use presentation skills to tailor communication to target audiences for specific purposes.</p>	<p>Scaffolds:  Presentation Script Template  Graphic Organizer with Technique-Based Response Frames</p> <p>Honors Extensions:  Peer Feedback Carousel</p>	

**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.*

Unit Core Texts	<p align="center"><b>On-Level</b> *grade level appropriate texts that meet grade level complexity guidelines*</p>	<p align="center"><b>Honors</b> *Additional/differentiated texts noted here for advanced study as applicable*</p>	<p align="center"><b>Support</b> *grade level complex text (s) accessibility support provided for access to grade-level content/text*</p>
<p><b>Unit Novel (s), Plays, Extended Work (s)</b></p>	<p><i>Code Talker</i> by Joseph Bruchac (910L) <i>Hidden Figures Young Readers Edition</i> by Margot Lee Shetterly (1120L)</p>	<p><i>Code Talker</i> by Joseph Bruchac (910L) <i>Hidden Figures Young Readers Edition</i> by Margot Lee Shetterly (1120L)</p>	<p>Accessibility support for the texts will be provided based on individual student needs.</p> <p>Adapted or leveled versions will be available as necessary to ensure comprehension and engagement.</p> <p>Additionally, audio support may be provided for students who benefit from auditory reinforcement.</p> <p>If no adaptations are needed, students will access the standard text format with appropriate instructional support.</p>
<p><b>Other Prose Texts and Poetry</b></p>	<ul style="list-style-type: none"> <li>● Transcript: “Inventions That Changed the World” (1010L)</li> <li>● “Navajo code talkers used their native language to help win a war” Newsela (940L)</li> <li>● “Cracking Code Purple female code breaker during wwii” by Anna Ouchchy (870L)</li> <li>● “The Women of Hidden Figures” by Jessica McBirney (1180L)</li> <li>● “The Fun They Had” by Isaac Asimov (750L)</li> <li>● The industrial revolution and technology by National Geographic Society (1040L)</li> <li>● “Technology” haiku (NP)</li> <li>● “Innovation” original poem (NP)</li> <li>● Reader’s Theater: What Counts as Progress? (NP)</li> <li>● Is Our Gain Also Our Loss? (1180L)</li> </ul>	<ul style="list-style-type: none"> <li>● “Army Code Talkers”</li> <li>● “Feathered Friend” by Arthur C. Clark (1100L)</li> <li>● “Dreams” by Langston Hughes (NP)</li> <li>● “The Secret of the Machines” by Rudyard Kipling (NP)</li> <li>● “Navajo code talkers used their native language to help win a war” Newsela (1110L)</li> <li>● The industrial revolution and technology by National Geographic Society (1300L)</li> </ul>	

<b>Visual Texts (Viewing)</b>	<ul style="list-style-type: none"> <li>• Painting: <i>Domination of technology on human</i></li> <li>• <i>Time Magazine</i> Cover: “Best Inventions 2025”</li> <li>• “How inventions change history for better and for worse”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Time Magazine</i> Cover: “Best Inventions 2005”</li> </ul>	
<b>Auditory Texts (Listening)</b>			
<b>Multimodal Texts</b> <i>(A single text that includes Integrated Modes)</i>	<ul style="list-style-type: none"> <li>• Inventions that Changed the World” (NP)</li> <li>• “Four Failed Inventions that Changed the World” (NP)</li> <li>• Timeline of Communication Infographic (NP)</li> <li>• “Technology over Time” - Learning Media Timeline Activity Interactive Webquest (NP)</li> <li>• “The Untold Unbreakable Code” Newsela (NP)</li> <li>• “How AI Will Change the World” by TedEd (NP)</li> </ul>	<ul style="list-style-type: none"> <li>• “The Untold Unbreakable Code” transcript (1200L)</li> </ul>	

**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..