

Grade 6: Survival (Informational)

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> <i>Students will demonstrate the ability to analyze and summarize specific details in a text as a means for inferring causal relationships between events, ideas, or concepts.</i> <i>Students will demonstrate the ability to communicate information by clarifying relationships among ideas and concepts in order to share new knowledge.</i> <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> <u>Content Standards:</u> - RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. - RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). - RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. - RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. - RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. - RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. - RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). - W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Transfer	
	<i>Students will be able to independently use their learning to infer causal relationships between events, ideas, or concepts.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> “survival” is overcoming obstacles and pushing beyond boundaries. - authors can have different perspectives on the same event. - authors separate personal judgements and opinions from a summary.	ESSENTIAL QUESTIONS What does it mean to survive?
	Acquisition	
	<i>Students will know...</i> - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - comprehension is enhanced through a collaborative process of sharing and evaluating ideas. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	<i>Students will be skilled at...</i> - summarizing an informational text, including the main idea and key details and omitting personal opinions or judgments. - citing textual evidence to support the analysis of an informational text. - explaining the author's purpose and how it is conveyed in an informational text. - analyzing how an author's word choice creates the tone of an informational text. - using the writing process to write informative and explanatory texts that clarify relationships among ideas and concepts.

● W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ● W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● W.6.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ● SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ● SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. ● SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ● RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. ● RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. ● W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ● L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. ● L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<u>Vocabulary:</u> analyze, author's purpose, citation, cite, credible, fact, inferential evidence, media, opinion, plagiarism, point of view, relevant resources, survival, text structure, textual evidence	
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SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Content Area Literacy Standards		21st Century Skills
not applicable		- access and evaluate information - be self-directed learners - work creatively with others - apply technology effectively

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	