

Grade 6: Growth and Choices

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> <i>Students will demonstrate the ability to describe how a plot unfolds in order to explain how the characters respond or change over time.</i> <i>Students will demonstrate the ability to narrate a story by establishing context in order to develop real or imagined experiences.</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> • RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL.6.2 Determine a theme or 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. • RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone • RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. • RL.6.7 Compare and contrast the experience of a reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they listen or watch. • RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. • L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Transfer	
	<i>Students will be able to independently use their learning to make sense of their reading and communicate experiences.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> • people write to share about life and human nature. • fiction is an interpretation of life. • the choices we make affect ourselves and those around us. • true growth leads to how you find your place in the world.	ESSENTIAL QUESTIONS • How does someone make choices that help him/her grow as a person?
	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. • comprehension is enhanced through a collaborative process of sharing and evaluating ideas. • writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. <u>Vocabulary:</u> analyze, antagonist, character, choice, climax, conflict, conclusions, descriptive language, dynamic and stagnant character(s), explicit, exposition, falling action, figurative language, genre/sub-genre, growth, inference, literary elements, narrative, plot, point of view, protagonist, resolution, rising action, sensory language, setting, theme, tone, voice	<i>Students will be skilled at...</i> • analyzing how characters' actions influence the plot and how events advance the plot. • analyzing how a literary text is organized and explaining how important sections of the text contribute to the development of the theme, setting or plot. • comparing and contrasting how texts in different forms or genres deal with similar themes or topics.

- 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.
- 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.6.9 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.

● 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
		● be self-directed learners ● collaborate with others ● think creatively ● interact effectively with others

Instructional Resources

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Transfer:	Performance Assessments
Competencies	Performance Assessment #1:
	Performance Assessment #2:
Content Standards and Acquisition	OTHER EVIDENCE:

Stage 3 – Learning Plan
<i>Summary of Key Learning Events and Instruction</i>