

(Based on *Understanding by Design* by Wiggins and McTighe)

Unit Background					
<b>Course:</b>	6 <sup>th</sup> Grade ELA	<b>Unit #</b>	I	<b>Days:</b>	30
<b>Unit Title</b>	Unit I: Fiction and Nonfiction				
<b>Unit Designer:</b>		<b>Unit Reviewer (s):</b>			
<b>Resources Used:</b>	Pearson Reading Journey Curriculum				

Unit Vision and Narrative Description:
Unit I is an important foundation for student’s later work with Literary concepts. Students will learn the prediction reading comprehension strategy. They will understand the difference between fiction and nonfiction. They will make connections to the author and their point of view. Students will also extend their prior knowledge of grammar and writing create rough drafts of writing. They will use skills learned in this unit to critique and enhance their writing as well as others.

Stage I: Big Goals	
Assessment Standards:	
<p><b>Reading: Literacy Text</b>            RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics            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 the meaning and tone.</p> <p><b>Reading: Informational Text</b>            RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>Language Standards</b>            L.6.1. Demonstrate command of the conventions of standard English grammar and usage with 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.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p><b>Writing Standards</b>            W.6.3. Write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well – structured event sequences.            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.</p> <p><b>Speaking and Listening Standards</b>            S.6.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.            S.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</p>	<p><b>Content Limitations</b>            (N/A – no content limitations necessary).</p>

## Enduring Understandings:

I can identify the difference between fiction and nonfiction texts.

I can predict before and while reading text.

I can identify narrative texts.

I can to identify imagery in text.

I can interpret symbolism in a text.

I can classify statements as fact or opinion.

I can explain how authors convey their point of view in a text

I can categorize different types of nouns

I can identify pronouns in their proper case (subject, objective and possessive)

I can compose an Autobiographical Narrative

I can conduct research and use it to create a news report with power point.

## Essential Questions:

**Unit Big Question: How do we decide what is true?**

- *What is the difference between fiction and nonfiction?*
- *How can the prediction strategy enhance comprehension?*
- *Why do authors use symbolism and imagery in text?*
- *What are the different ways nouns and pronouns are categorized?*
- *What steps are necessary to create a well written autobiographical narrative?*

## Stage 2: End in Mind

**Assessment:**

<b>Formative –</b> <ul style="list-style-type: none"> <li>• Textbooks tasks</li> <li>• Writing Journal</li> <li>• Daily Grammar</li> <li>• Vocabulary</li> <li>• Homework</li> <li>• Class work</li> <li>• Participation</li> <li>• Graphic Organizers</li> </ul>	<b>Summative –</b> <ul style="list-style-type: none"> <li>• Lesson Quizzes</li> <li>• Chapter Tests</li> <li>• Cumulative Assessments</li> <li>• Writing Rubrics</li> </ul>	<b>Track -</b>	<b>Tell -</b>
---	---	----------------	---------------

<b>Knowledge</b>	
<b>Knowledge</b>	<b>Academic Vocabulary</b>
<p><b>Literacy Concepts:</b> Fiction and Nonfiction Narrative Texts</p> <p><b>Language Concepts:</b> Nouns Pronouns</p> <p><b>Writing:</b> Autobiographical Narrative</p>	<p>Fiction Nonfiction Prediction Prefixes Root word Author Point of View Narrative Imagery Sensory Informational Text Autobiographical Narrative Punctuation Common Nouns Proper Noun Singular Noun Plural Noun Possessive Nouns Symbolism Fact Opinion Research Plagiarism Personal Possessive Antecedent</p>

### Part 3 – Schedule Learning Experiences

<b>Day</b>	<b>Aim</b> <i>(include assessment days)</i>	<b>Learning Experience(s)</b> <i>Brief description of how you'll approach this aim</i>	<b>Vocabulary</b>	<b>Potential Misconception(s)</b>	<b>Sample Assessment Item</b>
1	Introduction to Fiction and Nonfiction(RL.6.9)	Power point on definitions and distinctions. Review examples whole group.	Fiction Nonfiction	Students may associate the prefix Non to mean not true.	Read samples of fiction and nonfiction and identify them correctly.
2	Reading Skills: Making Predictions (RL.6.4)	Discuss Prediction strategy. Read Passage together whole group pausing for volunteer predictions using graphic organizer	Prediction	Hesitation to making incorrect predictions	Summarize the reading using graphic organizer after using prediction strategy.
3	Vocabulary Building Skills: Prefixes (L.6.5)		Prefixes Root word	Cannot identify the difference between the root word and prefix	Underline the prefix in a word and state how it connects to the definition of the word.
4	Review	Review lessons from days 1-3.	Fiction Nonfiction Prediction Prefixes Root word		What is the prefix in the word Nonfiction and how it connects to the definition of the word.
5	Evaluate	Lesson Quiz	Fiction Nonfiction Prediction Prefixes Root word		Read the passage using the prediction strategy. Identify where the passage was a fiction or nonfiction word.
6	Author's Point of View(RI.6.6.)	Reader's Journal Activities	Author Point of View		Journal Reflection: How did the author's point of view affect the story?
7-9	Reading Narrative Texts. (RI.6.1)		Narrative		Answer questions from the stories using contextual

					evidence.
10-11	Sensory Language: Imagery (RL.6.4)		Imagery Sensory		Underline words or phrases in the passage that invokes imagery.
12	Reading Skill: Analyzing Informational Text: Employment Application (RI.6.1.)		Informational Text		Answer questions on the passage using contextual evidence.
13	Writer's Workshop: Write an Autobiographical Narrative (W.6.3)(L.6.1)(L.6.2)		Autobiographical Narrative		
14	Peer Edit (W.6.5) (L.6.2) (S.6.1.)	Whole group peer edit lesson, small group peer edit others work	Punctuation		Peer edit Rubric.
15	Grammar: Nouns (L.6.1.)		Common Nouns Proper Noun Singular Noun Plural Noun		
16	Grammar: Nouns (L.6.1.)		Possessive Nouns		
17	Nouns Evaluation		Common Nouns Proper Noun Singular Noun Plural Noun Possessive Nouns		
18-22	Literature Circles: Symbolism (S.6.1.)		Symbolism		

23	Literature Circle Project Presentation (S.6.4.) (L.6.3)		Symbolism		
24	Reading Skills: Fact and Opinion		Fact Opinion		
25	Literary Analysis: Narrator and Point of View (RI.6.6.)		Narrator Point of View		
26	Writers Workshop: Research (W.6.6.)		Research Plagiarism		
27	Grammar: Pronouns		Personal Possessive Antecedent		
28	Pronouns Evaluation		Personal Possessive Antecedent		
29	Unit Review				
30	Unit Assessment				

## Unit Background

<b>Course:</b>	6 <sup>th</sup> Grade ELA	<b>Unit #</b>	2	<b>Days:</b>	
<b>Unit Title</b>	Unit 2: The Novel				
<b>Unit Designer:</b>		<b>Unit Reviewer (s):</b>			
<b>Resources Used:</b>	Pearson Reading Journey Curriculum				

<b>Unit Vision and Narrative Description:</b>

## Stage I: Big Goals

<b>Assessment Standards:</b>	
<p><b>Reading: Literacy Text</b>            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 towards a resolution.            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.6.7. Compare and contrast the experience of 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 perceive when they listen.</p> <p><b>Reading: Informational Text</b>            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.6.9. Compare and contrast one author’s presentation of events with that of another.</p> <p><b>Language Standards</b>            L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.            L.6.2. Demonstrates 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,</p>	<p><b>Content Limitations</b>            (N/A – no content limitations necessary).</p>

speaking, reading or listening.

**Writing Standards**

W.6.1. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.

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.

**Speaking and Listening Standards**

S.6.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

S.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.

**Enduring Understandings:**

**I can identify the different components of a story.**

**I can make inferences to increase my comprehension**

**I can categorize and compare characters in a story.**

**I can identify a character's motives**

**I can discuss different types of conflict in a story.**

**I can draw conclusions based on information given to me.**

**I can analyze how a specific scene contributes to the overall development of the plot.**

**I can manipulate words by adding or detaching suffixes**

**I can use verbs properly in written text.**

**I can compose and present a compare and contrast essay.**

**I can use my knowledge of story elements to compose a short story**

**Essential Questions:**

***Is conflict always bad?***



## Stage 2: End in Mind

### Assessment:

#### Formative –

- Textbooks tasks
- Writing Journal
- Daily Grammar
- Vocabulary
- Homework
- Class work
- Participation
- Graphic Organizers

#### Summative –

- Lesson Quizzes
- Chapter Tests
- Cumulative Assessments
- Writing Rubrics

#### Track -

#### Tell -

### Knowledge

Knowledge

Academic Vocabulary

## Part 3 – Schedule Learning Experiences

Day	Aim <i>(include assessment days)</i>	Learning Experience(s) <i>Brief description of how you'll approach this aim</i>	Vocabulary	Potential Misconception(s)	S
-----	---	--	------------	----------------------------	---

### Unit Background

<b>Course:</b>	6 <sup>th</sup> Grade ELA	<b>Unit #</b>	3	<b>Days:</b>	
<b>Unit Title</b>	Unit 3: Nonfiction				
<b>Unit Designer:</b>		<b>Unit Reviewer (s):</b>			
<b>Resources Used:</b>	Pearson Reading Journey Curriculum				

### Unit Vision and Narrative Description:

--

### Stage I: Big Goals

#### Assessment Standards:

<p><b>Reading: Literacy Text</b> N/A</p> <p><b>Reading: Informational Text</b>            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.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.            RI.6.9. Compare and contrast one author's presentation of events with that of another</p> <p><b>Language Standards</b>            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 flexibility from a range of strategies.</p> <p><b>Writing Standards</b>            W.6.1. Write arguments to support claims with clear reasoning and relevant evidence            W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,</p>	<p><b>Content Limitations</b> (N/A – no content limitations necessary).</p>
---	---

organization, and analysis of relevant context.  
 W.6.4. Produce clear and coherent writing in which this 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.

**Enduring Understandings:**

**I can use text structure in nonfiction literature to increase my comprehension**

**I can identify the main idea and supporting details without offering my own opinion on the topic**

**I can compose an essay giving directions on how to complete a task**

**I can identify the author’s purpose of a text**

**I can compose a persuasive essay using supporting details relative to my topic**

**I can recognize word roots to help me determine its meaning**

**I can identify adjectives in a sentence**

**I can identify adverbs in a sentence**

**Exposition: How to Essay**

**Persuasion: Persuasive Essay**

**Essential Questions:**

***What is important to know?***

**Stage 2: End in Mind**

**Assessment:**

**Formative –**

- Textbooks tasks
- Writing Journal
- Daily Grammar
- Vocabulary
- Homework
- Class work
- Participation
- Graphic Organizers

**Summative –**

- Lesson Quizzes
- Chapter Tests
- Cumulative Assessments
- Writing Rubrics

**Track -**

**Tell -**

**Knowledge**

**Knowledge**

**Academic Vocabulary**

## Part 3 – Schedule Learning Experiences

Day	Aim <i>(include assessment days)</i>	Learning Experience(s) <i>Brief description of how you'll approach this aim</i>	Vocabulary	Potential Misconception(s)	S
-----	---	--	------------	----------------------------	---

### Unit Background

<b>Course:</b>	6 <sup>th</sup> Grade ELA	<b>Unit #</b>	4	<b>Days:</b>	
<b>Unit Title</b>	Unit 4: Poetry and Prose				
<b>Unit Designer:</b>		<b>Unit Reviewer (s):</b>			
<b>Resources Used:</b>	Pearson Reading Journey Curriculum				

### Unit Vision and Narrative Description:

--

### Stage I: Big Goals

#### Assessment Standards:

##### Reading: Literacy Text

RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyzes the impact of a specific word choice on meaning and tone.

RL.6. 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, settings, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text

##### Reading: Informational Text

N/A

##### Language Standards

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.6.5.a. Interpret figures of speech in context.

##### Writing Standards

W.6.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or events.

W.6.4. Produce clear and coherent writing in which this development, organization, and style are appropriate to task,

##### Content Limitations

(N/A – no content limitations necessary).

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.

**Speaking and Listening Standards**

**Enduring Understandings:**

**I can participate in a discussion based on poems**

**I can identify and interpret idioms and multiple meaning words and phrases**

**I can identify and interpret multiple forms of figurative language**

**I can recognize the use of imagery in a poem**

**I can determine the point of view of a poem**

**I can use context clues to help determine the meaning of a word.**

**I can analyze how the use of sound devices enhance a poem**

**I can identify different forms of poetry**

**I can differentiate between simple and compound subjects**

**I can read a poem aloud with appropriate tone**

**I can compose a descriptive essay using my knowledge of figurative language and imagery**

**I can compose a narration poem**

**Essential Questions:**

*Do we need words to communicate?*

**Stage 2: End in Mind**

**Assessment:**

**Formative –**

- Textbooks tasks
- Writing Journal
- Daily Grammar
- Vocabulary
- Homework
- Class work
- Participation
- Graphic Organizers

**Summative –**

- Lesson Quizzes
- Chapter Tests
- Cumulative Assessments
- Writing Rubrics

**Track -**

**Tell -**

**Knowledge**

**Knowledge**

**Academic Vocabulary**



## Part 3 – Schedule Learning Experiences

Day	Aim <i>(include assessment days)</i>	Learning Experience(s) <i>Brief description of how you'll approach this aim</i>	Vocabulary	Potential Misconception(s)	S
-----	---	--	------------	----------------------------	---

### Unit Background

<b>Course:</b>	6 <sup>th</sup> Grade ELA	<b>Unit #</b>	5	<b>Days:</b>	
<b>Unit Title</b>	Unit 5: Drama				
<b>Unit Designer:</b>		<b>Unit Reviewer (s):</b>			
<b>Resources Used:</b>	Pearson Reading Journey Curriculum				

### Unit Vision and Narrative Description:

--

### Stage 1: Big Goals

#### Assessment Standards:

	<b>Content Limitations</b> (N/A – no content limitations necessary).
--	---

#### Enduring Understandings:

•
---

#### Essential Questions:

*How do we decide who we are?*

### Stage 2: End in Mind

#### Assessment:

--

<b>Formative –</b> <ul style="list-style-type: none"> <li>• Textbooks tasks</li> <li>• Writing Journal</li> <li>• Daily Grammar</li> <li>• Vocabulary</li> <li>• Homework</li> <li>• Class work</li> <li>• Participation</li> <li>• Graphic Organizers</li> </ul>	<b>Summative –</b> <ul style="list-style-type: none"> <li>• Lesson Quizzes</li> <li>• Chapter Tests</li> <li>• Cumulative Assessments</li> <li>• Writing Rubrics</li> </ul>	<b>Track -</b>	<b>Tell -</b>
---	---	----------------	---------------

<b>Knowledge</b>	
<b>Knowledge</b>	<b>Academic Vocabulary</b>



## Part 3 – Schedule Learning Experiences

Day	Aim <i>(include assessment days)</i>	Learning Experience(s) <i>Brief description of how you'll approach this aim</i>	Vocabulary	Potential Misconception(s)	S
-----	---	--	------------	----------------------------	---

### Unit Background

<b>Course:</b>	6 <sup>th</sup> Grade ELA	<b>Unit #</b>	6	<b>Days:</b>	
<b>Unit Title</b>	Unit 6: The Research Process				
<b>Unit Designer:</b>		<b>Unit Reviewer (s):</b>			
<b>Resources Used:</b>	Pearson Reading Journey Curriculum				

### Unit Vision and Narrative Description:

--

### Stage 1: Big Goals

#### Assessment Standards:

	<b>Content Limitations</b> (N/A – no content limitations necessary).
--	---

#### Enduring Understandings:

•
---

#### Essential Questions:

*How much should our community shape us?*

### Stage 2: End in Mind

#### Assessment:

--

<b>Formative –</b> <ul style="list-style-type: none"> <li>• Textbooks tasks</li> <li>• Writing Journal</li> <li>• Daily Grammar</li> <li>• Vocabulary</li> <li>• Homework</li> <li>• Class work</li> <li>• Participation</li> <li>• Graphic Organizers</li> </ul>	<b>Summative –</b> <ul style="list-style-type: none"> <li>• Lesson Quizzes</li> <li>• Chapter Tests</li> <li>• Cumulative Assessments</li> <li>• Writing Rubrics</li> </ul>	<b>Track -</b>	<b>Tell -</b>
---	---	----------------	---------------

<b>Knowledge</b>	
<b>Knowledge</b>	<b>Academic Vocabulary</b>

### Part 3 – Schedule Learning Experiences

<b>Day</b>	<b>Aim</b> <i>(include assessment days)</i>	<b>Learning Experience(s)</b> <i>Brief description of how you'll approach this aim</i>	<b>Vocabulary</b>	<b>Potential Misconception(s)</b>	<b>Sample Assessment Item</b>
------------	--	---	-------------------	-----------------------------------	-------------------------------