

Jefferson City Public Schools

Rigorous Curriculum Design

Unit Planning Organizer

Subject(s)	ELA
Grade/Course	6th Gr.
Unit of Study	Unit 1: Literary Based Writing
Pacing	Time frame: 9 weeks

“Unwrapped” Priority Common Core State Standards SKILLS and <u>concepts</u>
<p>6.RL.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</p> <p>6.RL.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</p> <p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence a. INTRODUCE claim(s) and ORGANIZE the reasons and evidence clearly</p> <p>6.W.1b SUPPORT claim(s) with clear reasons and relevant evidence, USING credible sources and DEMONSTRATING an understanding of the topic or text</p> <p>6.W.1c USE words, phrases, and clauses to CLARIFY the relationships among claim(s) and reasons</p> <p>6.W.1d ESTABLISH and MAINTAIN a formal style</p> <p>6.W.1e PROVIDE a concluding statement or section that follows from the argument presented</p> <p>6.SL.1a 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 a. Come to discussions PREPARED, having READ or STUDIED required material; explicitly DRAW on that preparation by REFERRING to evidence on the topic, text, or issue to probe and REFLECT on ideas under discussion</p> <p>6.SL.1b FOLLOW rules for collegial discussions, SET specific goals and deadlines, and DEFINE individual roles as needed</p> <p>6.SL.1c POSE and RESPOND to specific questions with elaboration and detail by MAKING COMMENTS that CONTRIBUTE to the topic, text, or issue under discussion</p> <p>6.SL.1d REVIEW the key ideas expressed and DEMONSTRATE understanding of multiple perspectives through reflection and paraphrasing</p>

“Unwrapped” Skills (students need to be able to do)	“Unwrapped” Concepts (students need to know)	Bloom’s Taxonomy Levels (for each skills)	DOK (for overall standard)
6.RL.2 DETERMINE PROVIDE	Theme/ Central Idea Summary (free from opinion/ judgment)	Understand	2 2
6.RL.9 COMPARE/ CONTRAST	Texts in different forms or genres	Analyze	2
6.W.1 WRITE • SUPPORT	Argument • Claims(w/ clear reasons/evidence)	Apply-Create	3
6.W.1a INTRODUCE ORGANIZE	Claims Reasons/Evidence	Apply - Analyze	3 2/3
6.W.1b SUPPORT • USE • DEMONSTRATE	Claims • Credible Resources • Understanding of text	Understand • Evaluate • Understand	3
6.W.1c CLARIFY • USE	Relationships among claims/reasons • Words, phrase, clauses	Understand Apply	2
6.W.1d ESTABLISH/ MAINTAIN	Formal style	Apply	3
6.W.1e PROVIDE	Concluding statement or section	Apply	2

6.SL.1 ENGAGE <ul style="list-style-type: none"> ● BUILD ● EXPRESS 	In collaborative discussions <ul style="list-style-type: none"> ● On other's ideas ● Own ideas 	Apply - Evaluate	3
6.SL.1a PREPARE <ul style="list-style-type: none"> ● READ/STUDY ● DRAW/REFER ● REFLECT 	For discussion <ul style="list-style-type: none"> ● Required material ● Evidence ● On ideas 	Apply - Analyze	2
6.SL.1b FOLLOW SET DEFINE	Rules Goals Individual roles	Apply	1/2
6.SL.1c COMMENT/ CONTRIBUTE <ul style="list-style-type: none"> ● POSE ● RESPOND 	To topic, text, or issue <ul style="list-style-type: none"> ● Questions ● To Questions 	Evaluate	3
6.SL.1d DEMONSTRATE <ul style="list-style-type: none"> ● REVIEW ● REFLECT ● PARAPHRASE 	Understanding of perspectives <ul style="list-style-type: none"> ● Key Ideas ● On perspectives ● Perspectives/key ideas 	Understand	3

Supporting Standards
6.RL.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
6.RI.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
6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
6.W.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
6.W.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

- 6.L.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Vary sentence patterns for meaning, reader/ listener interest, and style
- 6.L.3b Maintain consistency in style and tone

Overarching Standards

- 6.RL.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
- 6.RI.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
- 6.W.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
- 6.L.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

Essential Questions	Corresponding Big Ideas
What is theme? How do we grow from what we read?	We can apply lessons from our reading to our lives.
How can I be heard and understood?	To be understood and convincing, our thoughts and opinions must be supported by evidence.
What makes a discussion productive? How do we benefit from discussion?	Talking helps us build clear, connected ideas.

<https://assets.documentcloud.org/documents/408453/asmt-sbac-ela-gr6-sample-items.pdf>