Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit

Unit Title: Unit 1 - Setting Up Workshop

Course: 6th Grade

Brief Summary of Unit:
In this unit, students will learn the structure and organization of how Reading Workshop will be conducted within the classroom. Students will learn how to be an effective member of a group and how to conduct appropriate and professional discussions about text. This unit will set the stage for how to prepare for group discussions, how to be engaged in those discussions, and why having these discussions enhance their reading lives.
(First 2 Weeks of first quarter)

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER
Transfer Goal
Students will be able to independently use their learning to...   Have meaningful conversations about reading and writing.

MEANING

Essential Questions	Understandings

Students will consider...	Students will understand that...
- Why do we have procedures? - How do I know when a book is just right for me? - Why is it important for me to choose a just right book? - How do I prepare for a conversation? - How do I actively participate in a conversation? - Why should I be an active participant in conversations about reading and writing? - How does the purpose of the conversation affect my preparation and participation?	- Procedures help us all participate in conversations about reading and writing. - A just right book helps me grow as a reader. - In order to participate in a conversation about reading and writing, they must be prepared. - They are responsible for reading the text and completing any tasks to participate in a conversation. - Their participation in conversation should help to expand the thinking of all involved. - Listening is part of active participation. - Questions are part of active participation. - Taking risks and making mistakes are part of learning.

ACQUISITION

Key Knowledge	Key Skills

Students will know...

Speaking and Listening:
- rules for collegial discussions
- set specific goals and deadlines
- roles individuals play in collaborative discussions.
- how to listen to other group member's ideas and then question, respond, or elaborate on their specific statements.
- how to be an active listener (eye contact,body language) to other group members and appreciate multiple perspectives
- how to reflect on their own thinking

Reading Literature:
- how to utilize details to accentuate main ideas or themes
- focus on inferring what the text says based on clues
- in order for a claim or argument to be valid there must be supporting evidence.
- When stating a claim or finding, one must present ideas in sequential order

Writing:
- introduce claims and support with reasons and clear evidence.
- support claims with clear reasons and relevant evidence.
- strategies to develop, organize and style pieces of text for appropriate tasks, purposes, and audiences.
- draw evidence from literary texts

Students will be able to....

Speaking and Listening:
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and groups.
- Build on others' ideas and express their own ideas clearly during collaborative discussions.
- Come to discussions prepared, having read or studied required material
- Provide explicit support from the text as evidence on the topic, text, or issue discussed within groups to reflect on personal ideas
- Follow rules for collegial discussions and appropriate interactions within groups.
- In collaborative discussions, set specific goals and deadlines, and **define individual roles as needed**
- Ask and respond to specific questions with elaboration and detail by making comments that *contribute to the topic, text, or issue under discussion.*
- Review the key ideas expressed in discussions and demonstrate understanding of multiple perspectives through reflection and paraphrasing on the group discussion..
- Explain a speaker's argument and claims and distinguish between reasons that are supported with evidence and those that are not.

to support analysis, reflection, and research.

Language:
- appropriate language necessary for various audiences, tasks, and purposes.

- Present claims and findings, sequencing ideas in a logical order and using important descriptions, facts, and details to demonstrate main ideas or themes.
- When presenting and participating in collaborative discussions, use appropriate eye contact, adequate volume, and speak clearly.
- Change level of voice as well as level of language appropriate based on task, purpose, and context of speech.

Language:
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Reading Literature:
- reference text while making accurate inferences

Writing:
- introduce claims and organize clear evidence to support those claims
- support claims with clear reasons and from credible sources.
- produce writing that is developed, organized, and in the appropriate style to address the audience, purpose and task for writing.
- draw evidence from literary texts to support analysis, reflection, and research.

STANDARDS ALIGNMENT

CCSS	Show-Me Standards
Reading Literature Standards: 1 **Writing:** Standards: 1, 4, 9 **Language** Standards: 1, 3 **Speaking and Listening** Standards: 1, 3, 4, 6	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6

Unit

Unit Title: Unit 2 - Elements of Fiction

Course: 6th Grade

Brief Summary of Unit:
In this unit, students will explore the many genres of fiction text and will focus on the strategies and skills necessary to aid comprehension when reading fiction. While reading about the experiences of different characters, students will gain insight into their own lives as well as others' to better understand the world in which we live. Through collaboration and discussion with peers, students will gain an understanding of the necessity to support and defend ideas and belief systems gained by reading and discussing text. Additionally, students will compose a narrative text that will contain the necessary elements of this genre of writing. This unit will last approximately 10-12 weeks.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

Understand the elements of fiction.

MEANING

Essential Questions	Understandings

Students will consider...	*Students will understand that...*
- What makes a piece of text fiction? - What genres exist within fiction? - What is the importance of fiction in our lives? - How does reading fiction help me write fiction? - How does an author plan for writing a piece of fiction? - How does learning new vocabulary help me?	- It is important to recognize the elements that make a piece of text fiction. - There are multiple genres within fiction and some books belong to more than one genre. - Reading fiction helps us escape to new places, to make connections with characters, and to expand our thinking about the world. - Fiction they write should have the same elements as the fiction they read. - Before they begin writing, they need to have a plan. - Learning new vocabulary helps me gain meaning as a reader. - Learning new vocabulary helps me to articulate my thoughts when writing and speaking.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to....
Reading Literature:	**Reading Literature:**
• how to infer from text	• reference text while making accurate inferences
• connotative meanings of words	
• how word choice affects meaning and tone	• determine how characters change based on episodes in the plot to resolve conflict
• that characters change throughout the plot of the story.	
• that episodes within the text create the structure of the story.	• analyze connotative meaning of words and analyze the impact of word choice on meaning and tone
• the overall meaning of a sentence or paragraph as well as it's impact on the whole structure of the text.	• analyze how the author structures a text to resolve conflict and/or to develop theme (e.g. foreshadowing; how episodes lead to resolution of conflict and/or development of theme; how the plot would change without a certain episode)
• how to recognize the ways that different authors approach similar themes	
Language:	
• Greek and Latin affixes and roots help make meaning of unknown words.	**Language:**
	• Demonstrate command of the conventions of standard english grammar and usage when writing or speaking.
• that reference materials verify word meaning, spelling, and/or part of speech	
Writing:	• Ensure that pronouns are in the proper case (subjective, objective, possessive).
• strategies to introduce claims and organize evidence clearly.	• Use intensive pronouns (e.g., *myself, ourselves*)
• clear reasons and evidence from credible sources to support the claims that are made in relation to fiction text.	• Recognize and correct inappropriate shifts in pronoun number and person
	• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
• in order to engage the reader one must establish a purpose for writing through a well crafted introduction (starting with a quote, question, etc. and establishing appropriate	• Recognize variations from standard english in their own and others' writing and speaking, and identify and use

background information)
- a narrative is sequenced in time order
- narrative techniques are necessary for the development of a story
- that word choice, descriptive details, sensory language, and signal shifts(transitions) from one time frame or setting to another are necessary for the structure of narrative writing.
- to provide a conclusion that is effective for narrative writing purposes (stating what they have learned, or how they have grown/changed from the experience)
- how to plan, revise and edit writing as needed
- depending on the task, purpose, or audience one will utilize different time frames when writing.
- that writing about literature is critical to aid in comprehension
- how to use pronouns appropriately and effectively.
- how to compose varied sentences
- how to maintain consistent style and tone in their writing.

strategies to improve expression in conventional language
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
- Spell correctly
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style
- Maintain consistency in style and tone
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word, determine or clarify its meaning, or to find out the word's part of speech.
- Verify the predicted meaning of the word or phrase through context with actual reference material.
- Demonstrate understanding of figurative language, word

relationships, and nuances in word meanings.

- Interpret figures of speech in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotation of words with similar denotations.
- 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.

Writing
- strategies to introduce claims and organize evidence clearly.
- clear reasons and evidence from credible sources to support the claims that are made in relation to fiction text.
- In Narrative text types:
    o engage the reader by establishing a purpose and introducing a narrator and/or characters; organize an event that is sequenced and unfolds both naturally and logically
    o use narrative techniques (**dialogue, pacing, and description**) to develop experiences, events, and/or characters
    o Use a variety of transition words, phrases, and clauses to

	show sequence and signal shifts from one time frame or setting to another
	o use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
	o Provide a conclusion that follows from the narrated experiences or events.
	o Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	o *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.
	• Apply grade 6 Reading standards to literature *(e.g., "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
	• 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.

STANDARDS ALIGNMENT

CCSS	Show-Me Standards
Writing Standards: 1,3, 4, 5, 9, 10 **Reading Literature** Standards: 1, 3, 4, 5 **Language** Standards: 1, 2, 3, 4, 5, 6	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6

Unit
Unit Title: Unit 3 - Elements of Nonfiction **Course**: 6th Grade **Brief Summary of Unit:** In this unit, students will explore a variety of informational texts and learn important strategies that aid in the comprehension and evaluation of reading nonfiction. Additionally, students will learn the different structures, purposes, and importance of reading and writing this type of text. Students will learn how reading informational text is critical in order to expand their knowledge base, as well as how natural curiosity leads them to explore questions that will further enhance their lives, not only as a reader and a writer, but as a productive member of society. As a result, students will learn effective strategies to research and present a topic in an efficient way to answer questions. Finally, students will learn how to utilize technology most effectively and efficiently and to ensure that their research is credible. This unit will last approximately 8-10 weeks.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

Understand the elements of nonfiction.

MEANING

Essential Questions	Understandings

Students will consider...	*Students will understand that...*
• What makes a piece of text nonfiction? • What genres exist within nonfiction? • What is the importance of nonfiction in our lives? • How does reading nonfiction help me write nonfiction? • How does an author plan for writing a piece of nonfiction? • How do research and technology help me when writing nonfiction?	• It is important to recognize the elements that make a piece of text nonfiction. • There are multiple genres within nonfiction. • Reading nonfiction informs us about places, people, things and ideas, and it expands our thinking about the world. • The nonfiction they write should have the same elements as the nonfiction they read. • Before they begin writing, they need to have a plan. • Through credible research and the use of technology I'm more informed about a topic.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to....
	WHEN WORKING WITH INFORMATIONAL TEXT...
Reading Informational Text:	
• how to infer from non-fiction text	• cite evidence explicitly from text.
• when summarizing a non-fiction text one cannot include personal bias	• make inferences from text.
• figurative, connotative, technical meanings of words in non-fiction text	• summarize central ideas without bias when referring to text.
• that a sentence, paragraph, chapter, or section impacts the structure of a text	• determine meaning of words and phrases using figurative, connotative, and technical meanings
• how to read grade level appropriate informational text proficiently with scaffolding as needed with the higher bands of text complexity.	• analyze how sentence, paragraph, chapter, or section fits into the structure of the text and leads to development of ideas;
Language:	• Explain how an author organizes his or her ideas and how it affects the development of the author's purpose
• using proper conventions of Standard English capitalization, punctuation, and spelling enhance my writing.	• read grade level appropriate text proficiently and with scaffolding as needed for the higher bands of text complexity.
Writing:	***Language:***
• introduce claims and provide credible evidence for ideas based on informational text.	• use commas, parentheses, dashes to set off elements of writing.
• that authors organize information to develop their purpose for writing.	***Writing:***
• how to introduce a topic, organize information using formatting, graphics, and multimedia to aid comprehension and clarity of information.	• introduce claims and provide credible evidence for ideas based on informational text.
• how to structure informative writing effectively.	**Informative/Explanatory Text**
• assess credibility of sources when referring to informational/non-fiction texts	• introduce a topic, organize ideas, concepts, and information, using **strategies** (definition, classification, comparison/contrast, and cause/ effect); include **formatting**
• how to quote or paraphrase data and	

conclusions of others when referring to informational/non-fiction text
- how to provide a concluding statement appropriate for informational text task and purpose.
- to provide accurate bibliographic information for sources
-
- that research can be short and focused to answer specific questions based on information gained from multiple sources.

Speaking and Listening:
- to include multimedia components and visual displays in order to clarify presentations of information.

(headings), **graphics** (charts, tables), and **multimedia** when useful to aiding comprehension (presentation of research)
- develop topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- use appropriate transitions to clarify the relationships among ideas and concepts
- use precise language and content-specific vocabulary to inform about or explain the topic
- establish and maintain a formal style
- provide a concluding statement or section that follows from the information or explanation presented
- strategies to plan, revise, edit, and rewrite drafts with support from adults and peers.
- Conduct short research projects to answer a specific question, drawing on several sources and refocusing the inquiry when appropriate
- 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.
- draw evidence from informational text, to support, analyze, reflect, or research.

	Speaking and Listening • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

STANDARDS ALIGNMENT

CCSS	Show-Me Standards
Writing Standards: 1,2, 5, 7, 8,9, 10 **Reading Literature** Standards: 2, 7, 8 **Reading Informational Text** Standards: 1, 2, 4, 5,10 **Language** Standards: 2 **Speaking and Listening** Standards: 5	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6

Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit
Unit Title: Unit 4 - Bullying Awareness & Prevention **Course**: 6th Grade **Brief Summary of Unit**: In this unit, students will read a variety of texts related to bullying awareness and prevention. They will investigate the motives and characteristics of bullies, and will explore various methods of preventing bullying. Students will read both fiction and nonfiction texts about bullying, as well as anti-bullying strategies and problem solving methods to resist bullying within their own lives. As a culmination to the unit, students will write an argumentative piece based on a situation or scenario involving bullying that will allow them to use what they have learned about bullying awareness and prevention throughout the course of the unit. This unit will last approximately 8 weeks.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

Evaluate a situation, utilize problem-solving strategies, and have the courage to make the right choices.

MEANING

Essential Questions	Understandings
Students will consider... • What is a bully? • Why do people bully? • What should I do when I see someone being bullied or if I suspect bullying? • How can I take action against a bully? • What should I do if I am being bullied?	*Students will understand that...* • Bullying has many forms. • Bullying stems from various conflicts. • They need to be aware of their surroundings and question actions that do not seem or feel right. • It is important to use problem-solving strategies.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to....
Reading Literature: • that when communicating a summary it must be unbiased. • a character's actions and traits illustrate their perspective/point of view • different genres can have the same theme **Language:** • using and learning grade appropriate vocabulary will aid my comprehension and expression **Reading Informational Text:** • that information can be gained through a combination of visual, quantitative, and written formats • an author's point of view/purpose from evidence in the text. **Writing:** • how to write arguments to support claims with reasons and evidence • that arguments and claims must be valid and supported by facts to be credible. • appropriate structures for argument writing. • that technology is a tool to produce and publish as well as to interact with others • a variety of transition words, phrases, and clauses to convey signal, time, or setting shifts. • precise language including descriptive	**Reading Literature:** • communicate an unbiased summary that conveys a central idea or theme • analyze how the author develops the character's point of view/perspective; find evidence (dialogue, actions) to support the narrator or speaker's point of view • compare and contrast different genres with similar themes **Language:** • acquire and use grade appropriate vocabulary to aid comprehension and expression **Reading Informational Text** • determine author's purpose with evidence from the text. • gain information about a topic through different media and formats (visually, quantitatively) as well as in written format. • trace and evaluate argument and claims based on supporting evidence; distinguish between fact and opinion when using supporting evidence **Writing:** **Argument Writing** • write arguments to support claims with reasons and evidence • introduce claim (thesis) and organize reasons and evidence clearly • support claim(s) with clear reasons

and sensory language to convey experiences effectively.

- strategies to plan, revise, edit, and rewrite with the assistance of both adults and peers.
- how to conduct short research projects to answer a question, drawing on several sources.

Speaking and Listening:

- how to interpret information presented in diverse media and formats and explain how it enhances the issue under study.

and relevant evidence, using credible sources and demonstrating an understanding of the topic or text

- use words, phrases, and clauses to clarify the relationships among claim(s) and reasons (transitional words and phrases)
- provide a concluding statement or section that follows from the argument presented
- 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.

- Apply grade 6 Reading standards to literary nonfiction (e.g., "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")
- a variety of transition words, phrases, and clauses to convey signal, time, or setting shifts.
- precise language including descriptive and sensory language to convey experiences effectively.
- strategies to plan, revise, edit, and rewrite with the assistance of both adults and peers.
- how to conduct short research projects to answer a question, drawing on

	several sources.
	Speaking and Listening
	• view information from different medias and explain how the different formats contribute to their knowledge about the issue unders study.

CCSS	Show-Me Standards
Writing Standards: 1, 3, 5, 6, 7, 9 **Reading Literature** Standards: 2, 6, 9 **Language** Standards: 6 **Reading Informational Text** Standards: 6, 7, 8 **Speaking and Listening** Standard: 2	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6

Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit
Unit Title: Unit 5 - Role Models **Course**: 6th Grade **Brief Summary of Unit:** In this unit, students will read both fiction and informational texts to help discover the characteristics of a positive role model. Throughout this discovery, students will understand the importance of identifying a role model in their own lives. Finally, students will write about a role model, using the knowledge they have gained from the different texts and media they have explored. This unit will last approximately 4 weeks.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

Recognize positive role models and aspire to be a positive role model for others.

MEANING

Essential Questions	Understandings
Students will consider... • What are the characteristics of a good role model? • Why is it important to have good role models in my life? • How can I be a role model for others?	*Students will understand that...* • Good role models inspire them to be better or to do better. • Good role models do not have to be famous. • Good role models encourage them and challenge them to grow. • Being a good role model means being aware of the impact that their words and actions have on others.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to...
Reading Literature and Informational Text: • there are similarities and differences between reading, hearing, and seeing a text • that structure contributes to how key individuals, events, or ideas are introduced and described within a text. • how author's purposefully choose their words for meaning related to the reader of the text. • that multiple authors can write on the same theme or topic and their thoughts, ideas, and presentation can be very similar and very different from each other. **Writing:** • how to examine a topic, organize information, and and analyze the content to support or defend a claim. • introduce a topic and organize events in a sequential order that flows both naturally and logically. • how to use a variety of transitions to convey sequence and signal shifts. • to use precise words and phrases to convey experiences • provide a conclusion that follows from the narrated experiences or events. • produce clear, and coherent writing appropriate to the task, purpose or audience to which they are writing. • how to conduct short research projects to answer questions utilizing multiple credible sources. • how to work with peers and adults to develop and strengthen writing pieces by following a writing process.	**Reading Literature:** • compare and contrast reading with visual and multimedia versions **Reading Informational Text:** • analyze how key individual, event, or idea is introduced, illustrated, and elaborated in a text; • Explain how the author's word choice introduces, illustrates, and expands upon key individuals, events, or ideas • compare and contrast one author's presentation of similar events with another (e.g. memoir and documentary; diary and article, etc.) **Writing:** • examine a topic, organize information, and analyze the content to support or defend a claim. • compose text that has an effective introduction and flows sequentially in a natural order. • use transitions to sequence their writing and to signify shifts in their writing. • choose precise and vivid words to illustrate their thoughts for the reader. • write effective conclusions to their writing. • produce clear, and coherent writing appropriate to the task, purpose or audience to which they are writing. • conduct short research projects to answer questions utilizing multiple credible sources. • follow an effective writing process with

use technology to produce and publish writing as well as to interact and collaborate with peers regarding writing. the importance of writing for different time frames depending on the audience and purpose for writing.	the assistance of both peers and adults to compose effective writing. use technology to produce and publish writing as well as to interact and collaborate with peers regarding writing. the importance of writing for different time frames depending on the audience and purpose for writing.

STANDARDS ALIGNMENT

CCSS	Show-Me Standards
Reading Literature Standards: 7 **Reading Informational Text** Standards: 3, 9 **Writing** Standards: 2, 3, 4, 5, 6, 7, 10	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6