

English Language Arts 6

Course Number: 5106

REVISED: February - June 2022

GRADE: 6

Abington School District
900 Highland Avenue
Abington, PA 19001

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COURSE OVERVIEW

Course Description:

The English Language Arts 6 course integrates reading, writing, researching, speaking, listening, and thinking skills. Students read and discuss various texts and media, including short stories, novels, poetry, drama, nonfiction, and film, focusing on learning and practicing reading strategies to deepen comprehension and promote student understanding of text-dependent analysis (TDA). English Language Arts 6 incorporates the study of literature with vocabulary, grammar and usage units, and comprehensive instruction of the writing process. Writing instruction in the course will focus on sentence structure and development, language usage, and writer's purpose, which will ultimately prepare students to craft effective informative, argumentative, and narrative compositions.

Common Performance Assessments:

	Title of Assessment	Grading Criteria
BM	Beginning of Year Benchmark	
1	Unit 1 Study Sync Unit Exam	District Rubric
2	Extended Writing: Narrative	District Rubric
3	Unit 2 Study Sync Unit Exam	District Rubric
4	Extended Writing: Argument	District Rubric
5	Unit 3 Study Sync Unit Exam	District Rubric
BM	Middle of Year Benchmark	
6	Extended Writing: Informational	District Rubric
7	Unit 4 Study Sync Unit Exam	District Rubric
8	Extended Oral Project	District Rubric
BM	End of Year Benchmark	

PACING GUIDE

Unit	Unit / Assessment Title	Approximate days for instruction and assessment
1.	Testing Our Limits: What do we do when life gets hard?	30 - 40 lessons
2.	You and Me: How do relationships shape us?	30 - 40 lessons
3.	In the Dark: How do you know what to do when there are no instructions?	30 - 40 lessons
4.	Personal Best: Which qualities of character matter most?	30 - 40 lessons
	<i>Preparation for and delivery of PSSA / Keystone Assessments</i>	<i>5 lessons</i>
5.	Teacher Choice: Unit 5 (Making Your Mark) or Unit 6 (True to Yourself) OR Dedicated Time for Novel Study (can be dispersed throughout the year)	25 lessons
	Total	180 lessons

NOVEL STUDIES

The expectation is that students engage in at least 2 full-length novel studies over the course of the year. Novel recommendations by unit are provided. Of the 2, students must read **at least 1** full-length novel from the following list:

- *Finding Langston*
- *A Long Walk to Water*
- *Roll of Thunder, Hear My Cry*
- *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*

Novel study can be completed in two formats.

- Novel study can occur concurrently with the Core ELA program during the extended block with time dedicated to this on non-WIN days or by interspersing some novel study days.
- Novel study can occur after the CORE ELA program as an extension.

W.I.N. TIME

The expectation is that thirty (30) minutes of instructional time be dedicated to W.I.N. time every other class period. The purpose of this time is to provide differentiated instruction based on students' needs.

REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Required Texts/Software:

StudySync 6–8: A Comprehensive Middle School ELA Curriculum, *adopted Spring 2022*

StudySync is a comprehensive ELA program focused on strong skills- and standards-based instruction. It will provide the foundation for success in high school and beyond while affording teachers the flexibility to customize the curriculum to the specific needs of their students and teaching style. Every day, students interact with high-quality classic and contemporary literature that is rigorous, culturally relevant, and presented in a highly engaging digital format.

Supplementary Software:

IXL Learning, *adopted Spring 2021*

IXL is an online adaptive program offering comprehensive coverage of Science, ELA, and Math with skills aligned to the PA standards. The program automatically differentiates learning by generating questions based on students' understanding of the material, which is determined through real-time diagnostic assessments. IXL's personalized action plans link students seamlessly to the skills that will help them build on their current knowledge and remediate any gaps in understanding. Further, IXL analytics can be used daily to help teachers deliver data-driven instruction and support each student at the appropriate level.

Membean © 2021, *adopted Spring 2021*

Membean is a web-based program that provides guided, engaging, multimodal vocabulary instruction that can be customized.

Quill © 2021, *adopted Spring 2021*

Quill is an online education platform that provides interactive writing and grammar lessons, activities, and assessments that can be customized.

Approved Novel List 6 - 8:

See the addendum for the full list of Board of School Directors approved books by grade level.

UNITS OF INSTRUCTION

Unit 1: Testing Our Limits: What do we do when life gets hard?

Texts within the unit's genre and across other genres present different perspectives on responding to life's unexpected difficulties. Deza Malone in Christopher Paul Curtis's "The Mighty Miss Malone" must deal with the events of the Great Depression when it tears her family apart. In Avi's short story "Scout's Honor" three Boy Scouts from Brooklyn learn a humbling lesson when their limits are tested on a camping trip. After reading about how these and other characters respond when their lives are upended, your students will try their own hands at writing a short story, applying what they have learned about dealing with life's challenges to their own narrative writing projects. Throughout this unit, students will explore the different reasons and ways in which people make decisions and take action when life turns out to be tougher than expected.

STAGE 1: DESIRED RESULTS

Transfer

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

- Comprehend and evaluate complex texts across a range of types and disciplines.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Communicate effectively for varied purposes and audiences.
- Listen actively to engage in a range of conversations, analyze and synthesize ideas and positions, and evaluate accuracy in order to learn, reflect, and respond.

ESTABLISHED GOALS

1.2 Reading Informational Text

Students read, understand, and respond to informational text with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- KEY IDEAS AND DETAILS-MAIN IDEA: **CC.1.2.6.A** Determine the 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. E06.B-K.1.1.2
- KEY IDEAS AND DETAILS-TEXT ANALYSIS: **CC.1.2.6.B** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1
- VOCABULARY ACQUISITION AND USE: **CC.1.2.6.J** 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. E06.B-V.4.1.1, E06.B-V.4.1.2
- VOCABULARY ACQUISITION AND USE: **CC.1.2.6.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E06.B-V.4.1.1

1.3 Reading Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- KEY IDEAS AND DETAILS-THEME: **CC.1.3.6.A** 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. E06.A-K.1.1.2
- KEY IDEAS AND DETAILS-TEXT ANALYSIS: **CC.1.3.6.B** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.1
- KEY IDEAS AND DETAILS-LITERARY ANALYSIS: **CC.1.3.6.C** Describe how a particular story 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. E06.A-K.1.1.3
- CRAFT AND STRUCTURE-TEXT STRUCTURE: **CC.1.3.6.E** Analyze how the structure of a text contributes to the

development of theme, setting, and plot.E06.A-C.2.1.2

- CRAFT AND STRUCTURE-VOCABULARY: **CC.1.3.6.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.E06.A-C.2.1.3, E06.A-V.4.1.1,E06.A-V.4.1.2
- INTEGRATION OF KNOWLEDGE AND IDEAS: **CC.1.3.6.H** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.E06.A-C.3.1.1
- VOCABULARY ACQUISITION AND USE: **CC.1.3.6.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.E06.A-V.4.1.1
- VOCABULARY ACQUISITION AND USE: **CC.1.3.6.J** 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. E06.A-V.4.1.1,E06.A-V.4.1.2
- RANGE OF READING: **CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing *Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- INFORMATIVE/EXPLANATORY CONVENTIONS OF LANGUAGE: **CC.1.4.6.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E06.D.1.1.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3
- NARRATIVE:**CC.1.4.6.M** Write narratives to develop real or imagined experiences or events.
- NARRATIVE FOCUS: **CC.1.4.6.N** Engage and orient the reader by establishing a context and introducing a narrator and/or characters.E06.C.1.3.1
- NARRATIVE CONTENT: **CC.1.4.6.O** Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E06.C.1.3.2, E06.C.1.3.4
- NARRATIVE ORGANIZATION: **CC.1.4.6.P** Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.E06.C.1.3.1, E06.C.1.3.3, E06.C.1.3.5
- NARRATIVE STYLE: **CC.1.4.6.Q** Write with an awareness of the stylistic aspects of writing.Vary sentence patterns for meaning, reader/listener interest, and style.Use precise language.Develop and maintain a consistent voice.E06.C.1.3.4, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.4
- NARRATIVE CONVENTIONS OF LANGUAGE: **CC.1.4.6.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.E06.D.1.1.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.1, E06.D.1.2.2, E06.D.1.2.3
- RESPONSE TO LITERATURE: **CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6
- PRODUCTION OF WRITING/DISTRIBUTION: **CC.1.4.6.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- TECHNOLOGY AND PUBLICATION: **CC.1.4.6.U** 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.
- RANGE OF WRITING: **CC.1.4.6.X** 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.

1.5 Speaking and Listening *Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

- COMPREHENSION AND COLLABORATION/COLLABORATIVE DISCUSSION: **CC.1.5.6.A** Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

- PRESENTATION OF KNOWLEDGE AND IDEAS CONTEXT: **CC.1.5.6.E** Adapt speech to a variety of contexts and tasks.

Meaning

UNDERSTANDINGS

Students will understand that...

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

ESSENTIAL QUESTIONS

- How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?
- How do readers determine what to believe in the things they read, hear, and view? How does interaction with text provoke thinking and response?
- What do good listeners do? How do active listeners create meaning? How do active listeners know what to believe in what they hear?
- How do the task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?
- What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings?
- What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?
- How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication?
- Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?

Acquisition

Students will be skilled at:

Reading Skills:

- Annotation
- Character
- Compare and Contrast
- Context Clues
- Dramatic Elements and Structure
- Figurative Language
- Making and Confirming Predictions
- Making Connections
- Plot
- Reading Comprehension
- Setting

- Story Structure
- Summarizing
- Textual Evidence

Grammar Skills:

- Personal Pronouns
- Pronouns and Antecedents
- Consistent Pronoun Use

Writing Skills

- Text-Dependent Responses
- Short Constructed Responses
- Peer Review
- Personal Response
- Descriptive Details
- Compare and Contrast
- Organizing Narrative Writing
- Conclusions
- Narrative Writing Process: Plan, Draft, Revise, Edit, and Publish
- Narrative Techniques
- Story Beginnings
- Transitions

Speaking and Listening Skills

- Collaborative Conversation

VOCABULARY:

Analyze, Approach, Assume, Conclude, Context, Derive, Indicate, Interpret, Obtain, Seek

Unit 2: You and Me: How do Relationships Shape Us?

Human bonds have been the subject of both fiction and informational texts. They are often the subject of poetry. This unit offers a wide variety of literature about relationships for your students to explore, including a selection from the classic novel *Roll of Thunder, Hear My Cry* by Mildred D. Taylor, a nonfiction letter to the editor, “We’re on the Same Team,” and poems such as “Teenagers” by Pat Mora and “A Poem for My Librarian, Mrs. Long” by Nikki Giovanni. After reading stories, poems, and nonfiction selections about important relationships that had a powerful impact on people’s lives, students will try their hand at writing an argumentative essay about a person who has affected their lives and their opinion on whether relationships can truly shape one’s future.

STAGE 1: DESIRED RESULTS

Transfer

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

- Comprehend and evaluate complex texts across a range of types and disciplines.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Communicate effectively for varied purposes and audiences.
- Listen actively to engage in a range of conversations, analyze and synthesize ideas and positions, and evaluate accuracy in order to learn, reflect, and respond.

ESTABLISHED GOALS

1.2 Reading Informational Text - Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- KEY IDEAS AND DETAILS-TEXT ANALYSIS: **CC.1.2.6.B** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- VOCABULARY ACQUISITION AND USE: **CC.1.2.6.J** 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. E06.B-V.4.1.1, E06.B-V.4.1.2

1.3 Reading Literature - Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- KEY IDEAS AND DETAILS-TEXT ANALYSIS: **CC.1.3.6.B** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- CRAFT AND STRUCTURE-TEXT STRUCTURE: **CC.1.3.6.E** Analyze how the structure of a text contributes to the development of the theme, setting, and plot. E06.A-C.2.1.2
- CRAFT AND STRUCTURE-VOCABULARY: **CC.1.3.6.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.A-C.2.1.3, E06.A-V.4.1.1, E06.A-V.4.1.2
- INTEGRATION OF KNOWLEDGE AND IDEAS: **CC.1.3.6.H** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. E06.A-C.3.1.1
- VOCABULARY ACQUISITION AND USE: **CC.1.3.6.J** 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.
- RANGE OF READING: **CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- INFORMATIVE/EXPLANATORY CONVENTIONS OF LANGUAGE: **CC.1.4.6.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **OPINION/ARGUMENTATIVE CONVENTIONS OF LANGUAGE:** Opinion/Argumentative Conventions of Language **CC.1.4.6.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **NARRATIVE ORGANIZATION:** **CC.1.4.6.P** Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another; provide a conclusion that follows from the narrated experiences and events. E06.C.1.3.1, E06.C.1.3.3, E06.C.1.3.5
- **NARRATIVE CONVENTIONS OF LANGUAGE:** **CC.1.4.6.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **RESPONSE TO LITERATURE:** **CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- **RANGE OF WRITING:** **CC.1.4.6.X** 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.

1.5 Speaking and Listening *Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

- **PRESENTATION OF KNOWLEDGE AND IDEAS:** CONTEXT **CC.1.5.6.E** Adapt speech to a variety of contexts and tasks.

Meaning

UNDERSTANDINGS

Students will understand that...

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

ESSENTIAL QUESTIONS

- How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?
- How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?
- What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?
- How do the task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?
- What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings?
- What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?
- How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication?
- Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?

Acquisition

Students will know and be skilled at grade-level expectations in the following areas:

Reading Skills:

- Compare and Contrast
- Connotation and Denotation
- Figurative Language

- Generating Questions
- Language, Style, and Audience
- Making Inferences
- Poetic Elements and Structure
- Point of View
- Story Structure
- Summarizing
- Textual Evidence
- Theme

Grammar Skills:

- Basic Spelling Rules I
- Possessive Pronouns
- Formal and Informal Language

Writing Skills:

- Argumentative Writing Process; Plan, Draft, Revise, Edit and Publish
- Compare and Contrast
- Formal and Informal Language
- Introductions and Conclusions
- Organizing Argumentative Writing
- Possessive Pronouns
- Reasons and Relevant Evidence
- Style
- Thesis Statement
- Transitions

Speaking and Listening Skills

- Collaborative Conversation

VOCABULARY:

Appropriate, Assist, Conduct, Establish, Focus, Involve, Normal, Participate, Positive, Respond

Unit 3: In the Dark: How do you know what to do when there are no instructions?

BRIEF SUMMARY OF UNIT: This unit offers a mixture of texts, both fiction and informational, about people that face uncertainty, including the classic myth “Heroes Every Child Should Know: Perseus,” Rick Riordan’s *The Lightning Thief*, Pat Mora’s “Elena,” “I, Too” by Langston Hughes, and Carl Hiaasen’s *Hoot*. Informational texts by and about real individuals include Madeleine L’Engle’s speech “Dare to be Creative!” and the texts *Hatshepsut: His Majesty, Herself* by Catherine M. Andronik, Randall Munroe’s essay “Everybody Jump,” “Margaret Bourke-White: Fearless Photographer,” and “Donna O’Meara: The Volcano Lady.” After reading the stories and informational texts about individuals and characters that take action in the face of uncertainty, students will have the opportunity to write an informative essay. In their essays, students will identify three individuals or characters from the unit texts and explore their motivations.

STAGE 1: DESIRED RESULTS

Transfer

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

- Comprehend and evaluate complex texts across a range of types and disciplines.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Communicate effectively for varied purposes and audiences.
- Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

ESTABLISHED GOALS

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- **KEY IDEAS AND DETAILS-MAIN IDEA: CC.1.2.6.A** Determine the 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.
- **KEY IDEAS AND DETAILS-TEXT ANALYSIS: CC.1.2.6.B** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- **KEY IDEAS AND DETAILS-TEXT ANALYSIS: CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **CRAFT AND STRUCTURE-TEXT STRUCTURE: CC.1.2.6.E** Analyze the author’s structure through the use of paragraphs, chapters, or sections.
- **CRAFT AND STRUCTURE-VOCABULARY: CC.1.2.6.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

1.3 Reading Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- **KEY IDEAS AND DETAILS-THEME: CC.1.3.6.A** 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.
- **KEY IDEAS AND DETAILS-TEXT ANALYSIS: CC.1.3.6.B** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- **KEY IDEAS AND DETAILS-LITERARY ELEMENTS: CC.1.3.6.C** Describe how a particular story 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.
- **INTEGRATION OF KNOWLEDGE AND IDEAS-SOURCES OF INFORMATION: CC.1.3.6.G** Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.
- **VOCABULARY ACQUISITION AND USE: CC.1.3.6.J** 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.
- **RANGE OF READING: CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- INFORMATIVE/EXPLANATORY: **CC.1.4.6.A** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- INFORMATIVE/EXPLANATORY-FOCUS **CC.1.4.6.B** Identify and introduce the topic for the intended audience.
- INFORMATIVE/EXPLANATORY-CONTENT **CC.1.4.6.C** Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aid comprehension.
- INFORMATIVE/EXPLANATORY-ORGANIZATION **CC.1.4.6.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aid comprehension.
- INFORMATIVE/EXPLANATORY-STYLE **CC.1.4.6.E** Write with an awareness of the stylistic aspects of composition.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.
- INFORMATIVE/EXPLANATORY-CONVENTIONS OF LANGUAGE: **CC.1.4.6.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- OPINION/ARGUMENTATIVE-CONVENTIONS OF LANGUAGE: **CC.1.4.6.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- NARRATIVE-CONVENTIONS OF LANGUAGE: **CC.1.4.6.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- RESPONSE TO LITERATURE: **CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- PRESENTATION OF KNOWLEDGE AND IDEAS-CONTEXT: **CC.1.5.6.E** Adapt speech to a variety of contexts and tasks.

Meaning

UNDERSTANDINGS

Students will understand that...

- Some people fear uncertainty while others prefer it.
- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

ESSENTIAL QUESTIONS

- How do we know what to do when there are no instructions?
- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?
- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?
- What do good listeners do?
- How do active listeners make meaning?
- How do active listeners know what to believe in what they hear?
- How do task, purpose, and audience influence how speakers craft and deliver a message?
- How do speakers employ language and utilize resources to effectively communicate a message?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?

<ul style="list-style-type: none"> An expanded vocabulary enhances one's ability to express ideas and information. 	<ul style="list-style-type: none"> What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience? How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?
Acquisition	
<p><i>Students will know and be skilled at grade level expectations in the following areas:</i></p> <p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> Central or Main Idea Character Greek and Latin Affixes and Roots Informational Text Elements Informational Text Structure Media Poetic Structure Story Structure Technical Language Textual Evidence Word Meaning Synthesizing Theme Visualizing <p><u>Grammar Skills:</u></p> <ul style="list-style-type: none"> Basic Spelling Rules Parentheses, Brackets, Ellipses Prefixes <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> Informative Writing Process: Plan, Draft, Revise, Edit and Publish Introductions and Conclusions Organizing Informative Writing Precise Language Style Supporting Details Thesis Statement Transitions <p><u>Speaking and Listening Skills:</u></p> <ul style="list-style-type: none"> Media 	

VOCABULARY:

Benefit, Benevolent, Benign, Maneuver, Manipulate, Manual, Manufacture, Manuscript, Describe, Prescribe

Unit 4: Personal Best: Which qualities of character matter most?

BRIEF SUMMARY OF UNIT: This unit offers a mixture of texts about real individuals and fictional characters who achieve their personal best through wrestling with familiar and realistic struggles. Real-life personal bests are recounted in the autobiography *I Am Malala* by Malala Yousafzai. Authors share their perspectives on the qualities of empathy, understanding, and righteousness in “Bullying in Schools,” “Freedom Walkers,” and “Celebrities as Heroes.” In the stories “All Summer in a Day” and “Priscilla and the Wimps,” characters are forced by unusual circumstances to stand up for what’s right. After reading these stories and informational texts about individuals and characters that strive for their personal best, students will have the opportunity to write a literary analysis argumentative essay. In their essays, students will identify two unit texts that they think develop a main idea or theme that communicates the qualities of character that matter most.

STAGE 1: DESIRED RESULTS

Transfer

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

- Comprehend and evaluate complex texts across a range of types and disciplines.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Communicate effectively for varied purposes and audiences.
- Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

ESTABLISHED GOALS

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- **KEY IDEAS AND DETAILS-MAIN IDEA: CC.1.2.6.A** Determine the 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.
- **CRAFT AND STRUCTURE-POINT OF VIEW: CC.1.2.6.D** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1
- **CRAFT AND STRUCTURE-TEXT STRUCTURE: CC.1.2.6.E** Analyze the author’s structure through the use of paragraphs, chapters, or sections.
- **CRAFT AND STRUCTURE-VOCABULARY: CC.1.2.6.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- **INTEGRATION OF KNOWLEDGE AND IDEAS-DIVERSE MEDIA: CC.1.2.6.G** 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.
- **INTEGRATION OF KNOWLEDGE AND IDEAS-EVALUATING ARGUMENTS: CC.1.2.6.H** Evaluate an author’s argument by examining claims and determining if they are supported by evidence. E06.B-C.3.1.1
- **INTEGRATION OF KNOWLEDGE AND IDEAS-ANALYSIS ACROSS TEXTS CC.1.2.6.I** Examine how two authors present similar information in different types of text. E06.B-C.3.1.2
- **RANGE OF READING: CC.1.2.6.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- **KEY IDEAS AND DETAILS-THEME CC.1.3.6.A** 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.
- **CRAFT AND STRUCTURE-POINT OF VIEW: CC.1.3.6.D** Determine an author’s purpose in a text and explain how it is conveyed in a text. E06.A-C.2.1.1
- **INTEGRATION OF KNOWLEDGE AND IDEAS-SOURCES OF INFORMATION: CC.1.3.6.G** Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.
- **RANGE OF READING: CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- **INFORMATIVE/EXPLANATORY-CONVENTIONS OF LANGUAGE: CC.1.4.6.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **OPINION/ARGUMENTATIVE- CC.1.4.6.G** Write arguments to support claims.
- **Opinion/Argumentative Focus CC.1.4.6.H** Introduce and state an opinion on a topic. E06.C.1.1.1, E06.E.1.1.1
- **OPINION/ARGUMENTATIVE--CONTENT CC.1.4.6.I** Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. E06.C.1.1.2, E06.E.1.1.2
- **OPINION/ARGUMENTATIVE--ORGANIZATION CC.1.4.6.J** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. E06.C.1.1.1, E06.C.1.1.3, E06.C.1.1.5, E06.E.1.1.1, E06.E.1.1.3, E06.E.1.1.6
- **OPINION/ARGUMENTATIVE-CONVENTIONS OF LANGUAGE: CC.1.4.6.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **NARRATIVE-CONVENTIONS OF LANGUAGE: CC.1.4.6.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **RESPONSE TO LITERATURE: CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- **PRODUCTION AND DISTRIBUTION OF WRITING-WRITING PROCESS CC.1.4.6.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **TECHNOLOGY AND PUBLICATION: CC.1.4.6.U** 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.
- **RANGE OF WRITING: CC.1.4.6.X** 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.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- **COMPREHENSION AND COLLABORATION-COLLABORATIVE DISCUSSION: CC.1.5.6.A** Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **COMPREHENSION AND COLLABORATION-CRITICAL LISTENING: CC.1.5.6.B** Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.
- **COMPREHENSION AND COLLABORATION-EVALUATING INFORMATION: CC.1.5.6.C** 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.

Meaning

UNDERSTANDINGS

Students will understand that...

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

ESSENTIAL QUESTIONS

- How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?
- How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?
- What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?
- How do task, purpose, and audience influence how speakers craft and deliver a

<ul style="list-style-type: none"> Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. An expanded vocabulary enhances one's ability to express ideas and information. 	<p>message? How do speakers employ language and utilize resources to effectively communicate a message?</p> <ul style="list-style-type: none"> What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience? How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?
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Acquisition

Students will know and be skilled at grade level expectations in the following areas:

Reading Skills:

- Arguments and Claims
- Author's Purpose and Point of View
- Central or Main Idea
- Compare and Contrast
- Connotation and Denotation
- Evaluating Details
- Informational Text Structure
- Media
- Poetic Elements and Structure
- Point of View
- Reasons and Evidence
- Setting Purpose for Reading
- Textual Evidence
- Theme
- Word Patterns and Relationships

Grammar Skills:

- Commas and Nonessential Elements
- Commonly Confused Words
- Using Pronouns

Writing Skills:

- Conclusions
- Introductions
- Literary Analysis Writing Process: Plan, Draft, Revise, Edit and Publish
- Reasons and Relevant Evidence
- Style
- Thesis Statement

- Transitions

Speaking and Listening Skills:

- Media
- Arguments and Claims

VOCABULARY:

Injure, Justice, Justify, Commission, Commit, Submit, Transmit, Evacuate, Vacant, Vacuum

Unit 5: Making Your Mark: What's your story?

BRIEF SUMMARY OF UNIT:

This unit offers an assortment of fiction and nonfiction texts about individuals and characters who strive to make a mark on the world despite serious obstacles. In *The Story of My Life* (Chapter IV), Helen Keller, blind and deaf since infancy, tells about the moment she overcame her physical handicaps to connect to the world. Melba Pattillo Beals reveals in her autobiography *Warriors Don't Cry* how she and eight other African-American students were expected to make a mark when they were sent to integrate a high school in Arkansas during the civil rights era. In the stories "Damon and Pythias" and "Amigo Brothers," friends who are as close as brothers put their lives and friendships at risk as they stay true to their principles and their dreams.

STAGE 1: DESIRED RESULTS

Transfer

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

- Comprehend and evaluate complex texts across a range of types and disciplines.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Communicate effectively for varied purposes and audiences.
- Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

ESTABLISHED GOALS

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- CRAFT AND STRUCTURE-TEXT STRUCTURE **CC.1.2.6.E** Analyze the author's structure through the use of paragraphs, chapters, or sections.
- RANGE OF READING **CC.1.2.6.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- KEY IDEAS AND DETAILS-LITERARY ELEMENTS **CC.1.3.6.C** Describe how a particular story 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.
- RANGE OF READING **CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- **NARRATIVE-ORGANIZATION: CC.1.4.6.P** Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.E06.C.1.3.1,E06.C.1.3.3,E06.C.1.3.5
- **NARRATIVE-STYLE: CC.1.4.6.Q** Write with an awareness of the stylistic aspects of writing.Vary sentence patterns for meaning, reader/listener interest, and style.Use precise language.Develop and maintain a consistent voice.E06.C.1.3.4, E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5, E06.E.1.1.4
- **RESPONSE TO LITERATURE: CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- **TECHNOLOGY AND PUBLICATION: CC.1.4.6.U** 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.
- **CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES CC.1.4.6.W** 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.
- **RANGE OF WRITING CC.1.4.6.X** 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.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- **Presentation of Knowledge and Ideas-Purpose, Audience, and Task CC.1.5.6.D** 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.
- **Presentation of Knowledge and Ideas Context CC.1.5.6.E** Adapt speech to a variety of contexts and tasks.
- **Integration of Knowledge and Ideas-Multimedia CC.1.5.6.F** Include multimedia components and visual displays in presentations to clarify information.
- **Conventions of Standard English. CC1.5.6.G** Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

Meaning

UNDERSTANDINGS

Students will understand that...

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

ESSENTIAL QUESTIONS

- How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?
- How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?
- What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?
- How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?
- What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings?
- What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?
- How do learners make decisions concerning formal and informal language in social and academic

<ul style="list-style-type: none"> An expanded vocabulary enhances one's ability to express ideas and information. 	<p>settings? How do grammar and the conventions of language influence spoken and written communication?</p> <ul style="list-style-type: none"> Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?
Acquisition	
<p><i>Students will know and be skilled at grade-level expectations in the following areas:</i></p> <p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> Author's Purpose and Point of View Character Dramatic elements and structure Greek and Latin Affixes and Roots Informational text structure Language, style, and audience Monitoring Comprehension Plot Point of view Setting Textual evidence Theme Word patterns and relationships Visualizing <p><u>Grammar Skills:</u></p> <ul style="list-style-type: none"> Reflexive and intensive pronouns Sentence variety Style <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> Evaluating Sources Reasons and relevant evidence Oral Presentation Process: Plan, Draft, Revised, Edit and Publish Sources and Citations <p><u>Speaking and Listening Skills:</u></p> <ul style="list-style-type: none"> Evaluating Sources Organizing and Oral Presentation Considering Audience and Purpose Communicating Ideas Reasons and Relevant Evidence Oral Presentation Process: Plan, Draft, Revised, Edit and Publish 	

VOCABULARY:

Complex, Distinct, Individual, Issue, Perceive, Relevant, Role, Significant, Similar, Specific

Unit 6: TRUE TO YOURSELF - Who are you meant to be?

BRIEF SUMMARY OF UNIT:

This unit offers a variety of literature and nonfiction texts about individuals and characters in search of their true selves. The autobiography *I Never Had It Made* reveals how Jackie Robinson faced and overcame the challenges of being the first African-American Major League Baseball player in order to pave the way for future athletes and, in doing so, discovered his own true strengths. In the poem “Rosa,” Rita Dove drills to the core of who Rosa Parks was and what her actions have meant for Americans. In *Touching Spirit Bear* and *Brave*, young boys face serious obstacles as they proceed to discover who they are and what they want.

STAGE 1: DESIRED RESULTS

Transfer

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

- Comprehend and evaluate complex texts across a range of types and disciplines.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Communicate effectively for varied purposes and audiences.
- Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

ESTABLISHED GOALS

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

- KEY IDEAS AND DETAILS-MAIN IDEA **CC.1.2.6.A** Determine the 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.
- KEY IDEAS AND DETAILS-TEXT ANALYSIS **CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- CRAFT AND STRUCTURE-POINT OF VIEW **CC.1.2.6.D** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.1
- CRAFT AND STRUCTURE-VOCABULARY: **CC.1.2.6.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- INTEGRATION OF KNOWLEDGE AND IDEAS-DIVERSE MEDIA: **CC.1.2.6.G** 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.
- INTEGRATION OF KNOWLEDGE AND IDEAS-EVALUATING ARGUMENTS: **CC.1.2.6.H** Evaluate an author's argument by examining claims and determining if they are supported by evidence. E06.B-C.3.1.1
- INTEGRATION OF KNOWLEDGE AND IDEAS-ANALYSIS ACROSS TEXTS: **CC.1.2.6.I** Examine how two authors present similar information in different types of text. E06.B-C.3.1.2
- RANGE OF READING: **CC.1.2.6.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

- KEY IDEAS AND DETAILS-THEME: **CC.1.3.6.A** 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.
- CRAFT AND STRUCTURE-POINT OF VIEW: **CC.1.3.6.D** Determine an author's purpose in a text and explain how it is conveyed in a text. E06.A-C.2.1.1
- RANGE OF READING: **CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

- INFORMATIVE/EXPLANATORY **CC.1.4.6.A** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- INFORMATIVE/EXPLANATORY-FOCUS **CC.1.4.6.B** Identify and introduce the topic for the intended audience.

- **INFORMATIVE/EXPLANATORY-ORGANIZATION CC.1.4.6.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aid comprehension.
- **INFORMATIVE/EXPLANATORY-CONVENTIONS OF LANGUAGE CC.1.4.6.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **OPINION/ARGUMENTATIVE-CONVENTIONS OF LANGUAGE CC.1.4.6.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **NARRATIVE-CONVENTIONS OF LANGUAGE CC.1.4.6.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **TECHNOLOGY AND PUBLICATION: CC.1.4.6.U** 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.
- **CONDUCTING RESEARCH: CC.1.4.6.V** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **CC.1.4.6.W** 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.
- **RANGE OF WRITING CC.1.4.6.X** 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.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- **COMPREHENSION AND COLLABORATION-COLLABORATIVE DISCUSSION: CC.1.5.6.A** Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **COMPREHENSION AND COLLABORATION-EVALUATING INFORMATION: CC.1.5.6.C** 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.

Meaning

UNDERSTANDINGS

Students will understand that...

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

ESSENTIAL QUESTIONS

- How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?
- How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?
- What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?
- How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?
- What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings?

	<ul style="list-style-type: none"> • What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience? • How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication? • Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?
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Acquisition

Students will know and be skilled at grade-level expectations in the following areas:

Reading Skills:

- Author's purpose and point of view
- Central or main idea
- Compare and contrast
- Connotation and denotation
- Context clues
- Figurative language
- Generating Questions
- Informational text elements
- Language, style and audience
- Media
- Setting
- Summarizing
- Textual evidence
- Word meaning

Grammar Skills:

- Dashes and hyphens
- Quotation marks and italics
- Run-on sentences

Writing Skills:

- Planning Research
- Evaluating Sources
- Research and Note-Taking
- Critiquing Research
- Paraphrasing
- Sources and Citations
- Print and Graphic Features
- Research Writing Process: Plan, Draft, Revise, Edit and Publish

VOCABULARY:

Concept, Consist, Evident, Feature, Final, Impact, Maintain, Previous, Section, Structure