

Grade 6	Unit 1: Family Tree		Suggested Length: 7 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. Where did last names come from? 2. What is my family descent? 3. What is a family tree? 4. How is my family connected to my community? 5. What and how do my family and community help form me? 6. What is the purpose of family research? 7. What are the purposes and roles of families? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>R-1 identify the meaning of a variety of reading materials, making connections to students’ lives, to the real world, and/or to current events.</i> <input type="checkbox"/> <i>R-3 respond to and analyze transactive reading materials (informational, practical/workplace, and persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems, and summarizing information (additional supporting Academic Expectation 5.1).</i> <input type="checkbox"/> <i>R-4 interpret and apply information in a variety of transactive reading materials to complete authentic tasks.</i> <input type="checkbox"/> <i>R-8 use vocabulary and comprehension strategies, as well as technology, to understand text.</i> <input type="checkbox"/> <i>W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</i> <input type="checkbox"/> <i>W-5 write personal pieces to communicate ideas.</i> <input type="checkbox"/> <i>W-6 write pieces that reflect on themselves as writers and on their own samples of writing.</i> <input type="checkbox"/> <i>SLO-3 apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</i> <input type="checkbox"/> <i>I-1 develop effective questions to obtain ideas and information and access resources to address those questions.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Nuclear family <input type="checkbox"/> Extended family <input type="checkbox"/> Ancestor <input type="checkbox"/> Descendant <input type="checkbox"/> Affinity <input type="checkbox"/> Monogamy <input type="checkbox"/> Polygamy <input type="checkbox"/> Pedigree <input type="checkbox"/> Relationship <input type="checkbox"/> Epitaph <input type="checkbox"/> Census <input type="checkbox"/> Photograph <input type="checkbox"/> Evaluate <input type="checkbox"/> Explain <input type="checkbox"/> Analyze <input type="checkbox"/> Summarize <input type="checkbox"/> Connect 	<ul style="list-style-type: none"> <input type="checkbox"/> Define each of their individual first names using a name definition book. They will interview parents and grandparents about how they were named and why. DOK 3 <input type="checkbox"/> Prepare an oral report on their individual name including the definition and who, why, and how’s of their first name. DOK 2 <input type="checkbox"/> Make a connection about how their names reflect their family’s past. (WP) DOK 3 <input type="checkbox"/> Investigate the origin of their last names. Perform library and Internet research to find the native country from which their last name originated. DOK 3 <input type="checkbox"/> Investigate individual family tree back to greats. Prepare a formal family tree using a pre-printed form that can be framed. DOK 3 <input type="checkbox"/> Memorize their family tree back to the greats for a quiz. DOK 3 <input type="checkbox"/> Locate a recipe from a grandparent and prepare it. Bring in the prepared recipe for the class to enjoy. DOK 3 <input type="checkbox"/> Follow directions of a simple recipe to create an enjoyable candy in class. DOK 3 <input type="checkbox"/> Read sample letters from grandparents. DOK 2 <input type="checkbox"/> Identify main idea and supporting details using letters from grandparents. DOK 2 <input type="checkbox"/> Interview a family member and apply interviewing strategies. DOK 3 <input type="checkbox"/> Prepare and present oral report retelling a story from a family member’s childhood. DOK 3 <input type="checkbox"/> Connect community with family through photos and writing (WP). DOK 3 <input type="checkbox"/> Create a classroom quilt representing heredity, family, and themselves. DOK 3 <input type="checkbox"/> Identify many records to research for family tree information. DOK 3 <input type="checkbox"/> Apply information from connections in writing assignment “My Community” and analyze how family’s

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	<ul style="list-style-type: none"> <input type="checkbox"/> <i>I-2 identify the most appropriate resources to accomplish different tasks (additional supporting Academic Expectation 5.4).</i> <input type="checkbox"/> <i>I-4 use research tools to gather and organize ideas and information from library, personal, and community resources.</i> <input type="checkbox"/> <i>T-1 use appropriate technology to access ideas and information for authentic tasks.</i> <input type="checkbox"/> <i>T-2 use technology to enhance communication for authentic audiences and purposes.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O6-1.0.7 Students will interpret literal and non-literal meanings of words or phrases based on context. DOK 2 <input type="checkbox"/> RD-O6-2.0.5 Students will summarize information from a paragraph, a section of a passage or the entire passage. DOK 2 <input type="checkbox"/> RD-O6-2.0.6 Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage. <input type="checkbox"/> RD-O6-3.0.2 Students will identify an author’s purpose in a passage. DOK 2 <input type="checkbox"/> RD-O6-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-O6-5.0.8 Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures and captions) enhances the reader’s understanding of a passage. DOK 3 		<p>past affects each student. (WP) DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess the value of a family tree and family research after listening to a guest speaker discuss her family research. DOK 3 <input type="checkbox"/> <u>Vocabulary test</u> <input type="checkbox"/> <u>Family Tree test</u> <input type="checkbox"/> <u>Test/open response/ How a picture tells a story.</u> DOK 3

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	<ul style="list-style-type: none"> ❑ WR-M-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> ❑ Narrowing the topic to present an idea or theme ❑ Choosing a perspective authentic to the writer ❑ Analyzing and addressing the needs of the intended audience ❑ Adhering to the characteristics of the form ❑ Applying a suitable tone ❑ Allowing voice to emerge when appropriate DOK 4 ❑ WR-06-1.1.1 In Reflective Writing, <ul style="list-style-type: none"> ❑ Students will evaluate personal progress toward meeting goals in literacy skills. ❑ Students will address needs of the intended audience. ❑ Students will sustain a suitable tone or appropriate voice. ❑ WR-M-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> ❑ Developing logical, justified, and suitable explanations ❑ Providing relevant elaboration ❑ Explaining related connections or reflections ❑ Applying idea development strategies appropriate to the form DOK 4 ❑ WR-06-1.2.1 In Reflective Writing, <ul style="list-style-type: none"> ❑ Students will describe own literacy skills, strategies, or processes. 		

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	<ul style="list-style-type: none"> <input type="checkbox"/> Students will analyze own decisions. <input type="checkbox"/> Students will evaluate own strengths and areas for growth. <input type="checkbox"/> Students will support claims about self. <input type="checkbox"/> WR-M-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience <input type="checkbox"/> Establishing a context for reading when appropriate <input type="checkbox"/> Communicating ideas and support in a meaningful order <input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece <input type="checkbox"/> Developing effective closure DOK 3 <input type="checkbox"/> WR-06-2.3.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will engage the interest of the reader. <input type="checkbox"/> Students will communicate ideas and details in meaningful order. <input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader. <input type="checkbox"/> Students will apply paragraphing effectively. <input type="checkbox"/> Students will create conclusions effectively. <input type="checkbox"/> WR-M-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> <input type="checkbox"/> Applying a variety of structures and lengths <input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for effect when appropriate 		

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	<p style="text-align: center;">DOK 3</p> <ul style="list-style-type: none"> ❑ WR-06-2.4.1 In Reflective Writing, <ul style="list-style-type: none"> ❑ Students will develop sentences of various structures and lengths throughout the piece. ❑ Students will develop complete sentences or apply unconventional structures when appropriate. ❑ WR-M-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> ❑ Applying correct grammar and usage ❑ Applying concise use of language ❑ Incorporating strong verbs, precise nouns, concrete details, and sensory details ❑ Applying language appropriate to the content, purpose, and audience DOK 2 ❑ WR-06-3.5.1 In Reflective Writing, <ul style="list-style-type: none"> ❑ Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect. ❑ Students will apply language concisely. ❑ Students will incorporate language appropriate to the content, purpose, and audience. ❑ WR-M-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> ❑ Applying correct spelling ❑ Applying correct punctuation ❑ Applying correct capitalization ❑ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate ❑ Incorporating appropriate documentation of ideas and 		

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	information from outside sources (e.g., citing authors or titles within the text, listing sources) DOK 2		

Grade 6	Unit 2: Poetry		Suggested Length: 4 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	<i>Classroom Instruction and Assessment</i>
<p>1. How do you read and recite a poem?</p> <p>2. How do you read meaning into a poem?</p> <p>3. Why are there so many forms of poetry?</p> <p>4. Are there rules for writing poetry?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>R-2 respond to and analyze meaning, literary techniques (e.g., figurative language, foreshadowing, characterization), and elements (e.g., characters, setting, conflict/ resolution, theme, point of view) of different literary genres (e.g., novels, essays, short stories, poetry, drama).</i> ❑ <i>R-6 select and read materials for enjoyment.</i> ❑ <i>R-7 employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, media, interviews) resources for inquiry projects and other authentic tasks.</i> ❑ <i>R-8 use vocabulary and comprehension strategies, as well as technology, to understand text.</i> ❑ <i>W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</i> ❑ <i>W-2 use information from technology and other resources to develop independent ideas and support those ideas in writings for authentic purposes and audiences.</i> ❑ <i>W-4 write literary pieces reflecting elements</i> 	<ul style="list-style-type: none"> ❑ Metaphor ❑ Simile ❑ Hyperbole ❑ Personification ❑ Onomatopoeia ❑ Oxymoron ❑ Symbolism ❑ Imergery ❑ Idiom ❑ Cliché ❑ Rhyme ❑ Rhythm ❑ Haiku ❑ Tanka ❑ Diamante ❑ Limerick ❑ Lyrical ❑ Assonance ❑ Consonance ❑ Alliteration ❑ Repetition ❑ Recite 	<ul style="list-style-type: none"> ❑ Memorize and recite 2 poems orally. DOK 2 ❑ Identify figures of speech in each poem. DOK 2 ❑ Recognize the elements of poetry. DOK 2 ❑ Locate at least 5 literary devices in each poem. ❑ Examine strategies for reading poetry to enrich reading by recognizing techniques for reading poems aloud. DOK 3 ❑ Analyze each memorized poem in writing by applying literary devices. DOK 3 ❑ Discover how a poet adds to the unity of a poem through the literary devices. DOK 3 ❑ Practice the use of literary devices in writing poetry. DOK 3 ❑ <u>Write 5 types of poetry and use to produce a poetry book</u> <ul style="list-style-type: none"> ❑ <u>Haiku</u> ❑ <u>Tanka</u> ❑ <u>Diamante</u> ❑ <u>Acrostic</u> ❑ <u>Shape</u> ❑ <u>Limerick</u> DOK 2 ❑ Write a new verse to an old song. DOK 3 ❑ Identify the ways poetry are like songs. DOK 3 ❑ Discuss the use of rhyme in poetry and songs. DOK 2 ❑ Describe the beat or rhythm of a poem. DOK 2 ❑ Experiment with various instruments to create the rhythm of a poem. DOK 3 ❑ Turn a poem into a news article (WP). DOK 3 ❑ Examine the use of poetry in popular songs today. DOK

Grade 6	Unit 2: Poetry		Suggested Length: 4 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	<i>Classroom Instruction and Assessment</i>
	<p><i>of genres read and techniques/styles of accomplished writers (additional supporting Academic Expectation 5.2).</i></p> <ul style="list-style-type: none"> ❑ <i>SLO-1 adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).</i> ❑ <i>SLO-2 apply organizational skills and delivery techniques to produce oral messages and products with and without technology.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-O6-2.0.1 Students will identify or explain the main idea of a passage. DOK 3 ❑ RD-O6-2.0.2 Students will identify and explain characteristics of short stories, novels, poetry or plays. DOK 2 ❑ RD-O6-2.0.3 Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3 ❑ RD-O6-3.0.1 Students will explain the relationship between events in a story and a character’s behavior. DOK 2 ❑ RD-O6-3.0.3 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 ❑ WR-06-1.1.2 In Literary Writing, <ul style="list-style-type: none"> ❑ Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary, etc. 		<p>3</p> <ul style="list-style-type: none"> ❑ Read a variety of poems: from the Literature book, teacher provided, and/or student chosen. DOK 3 ❑ Practice reading poems aloud-applying techniques taught. DOK 3 ❑ Discuss interpretation/analyzations of poems. DOK 3 ❑ Practice word analogies to help with word choice. DOK 3 ❑ Create poems using a line from each member of a group. DOK 3 ❑ Test/open response ❑ <u>Vocabulary test</u> ❑ <u>Poetic Analyzation Test</u> DOK 3

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	<ul style="list-style-type: none"> <input type="checkbox"/> Students will apply characteristics of the selected form (e.g., short story, play/script, poem) <input type="checkbox"/> Students will create point of view <input type="checkbox"/> Students will sustain a suitable tone or appropriate voice <input type="checkbox"/> Students will apply a fictional perspective in literary writing when appropriate <input type="checkbox"/> WR-06-1.2.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate theme/main idea through use of literary elements appropriate to the genre: <input type="checkbox"/> Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate <input type="checkbox"/> Students will develop plot/story line appropriate to the form <input type="checkbox"/> Students will develop an appropriate setting, mood, scene, image, or feeling <input type="checkbox"/> Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate <input type="checkbox"/> Students will incorporate reflection or insight <input type="checkbox"/> WR-06-2.3.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will engage the interest of the reader <input type="checkbox"/> Students will communicate ideas and details in meaningful order <input type="checkbox"/> Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate <input type="checkbox"/> Students will apply a variety of transitions or transitional elements 		

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	<p>between ideas and details to guide the reader</p> <ul style="list-style-type: none"> ❑ Students will apply paragraphs effectively ❑ Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape ❑ Students will create conclusions effectively <p>❑ WR-06-2.4.2 In Personal Expressive/Literary Writing,</p> <ul style="list-style-type: none"> ❑ Students will develop sentences of various structures and lengths throughout the piece ❑ Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate ❑ Students will arrange poetic language in meaningful order ❑ Students will apply poetic line breaks effectively <p>❑ WR-06-3.5.2 In Personal Expressive/Literary Writing,</p> <ul style="list-style-type: none"> ❑ Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect ❑ Students will incorporate language based on economy, precision, richness, or impact on the reader ❑ Students will develop ideas through descriptive or figurative language 		

Grade 6	Unit 3: Short Story		Suggested Length: 6 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>

Grade 6	Unit 3: Short Story		Suggested Length: 6 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What are 6 literary elements? 2. What are different points of view an author may use? 3. Who are some authors of classic short stories? 4. What do all short stories have in common? 5. How do we apply the 6 literary elements to any short story? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>R-1 identify the meaning of a variety of reading materials, making connections to students’ lives, to the real world, and/or to current events.</i> ❑ <i>R-2 respond to and analyze meaning, literary techniques (e.g., figurative language, foreshadowing, characterization), and elements (e.g., characters, setting, conflict/resolution, theme, point of view) of different literary genres (e.g., novels, essays, short stories, poetry, drama).</i> ❑ <i>R-4 interpret and apply information in a variety of transactive reading materials to complete authentic tasks.</i> ❑ <i>R-5 identify authors’ positions, main ideas, and techniques of support in persuasive materials.</i> ❑ <i>R-6 select and read materials for enjoyment.</i> ❑ <i>R-7 employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, media, interviews) resources for inquiry projects and other authentic tasks.</i> ❑ <i>R-8 use vocabulary and comprehension strategies, as well as technology, to understand text.</i> ❑ <i>W-4 write literary pieces reflecting elements of genres read and techniques/styles of accomplished writers (additional supporting Academic Expectation 5.2).</i> ❑ <i>W-6 write pieces that reflect on themselves as writers and on their own samples of writing.</i> ❑ <i>W-7 critique their own and others’ works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics,</i> 	<ul style="list-style-type: none"> ❑ Setting ❑ Character ❑ Plot ❑ Theme ❑ Conflict ❑ Resolution ❑ Motivation ❑ Point of View ❑ Snapshot ❑ Writing Process ❑ Rough Draft ❑ Revise ❑ Edit ❑ Prewriting ❑ Final Draft 	<ul style="list-style-type: none"> ❑ Discover the elements of short story and be able to apply these elements to any short story they are assigned to read. DOK 2 ❑ Expose students to a variety of short stories by many different authors from different time periods. DOK 2 ❑ Collect and write journals on each story read. DOK 2 ❑ Write a short story report to demonstrate the knowledge of plot, conflict, climax, resolution, characters, setting, theme, and point of view and present orally to the class. DOK 2 ❑ Analyze how the media impacts a story by comparison using a Venn diagram. DOK 3 ❑ Design an ad using advertisement techniques to promote short story (WP). DOK 3 ❑ Explore a variety of authors by reading biographical information, note taking. DOK 2 ❑ Dress as the main character of a short story or their favorite author studied as part of their advertisement for their short story. DOK 2 ❑ Introduced to the format of a 3.5 paper and write a 3.5 discussing their three favorite short stories from the unit. DOK 2 ❑ Write a review of a short story read out loud. (WP) DOK 2 ❑ Write a short story and complete reflection sheet. DOK 2 ❑ Test over vocabulary, each short story read, and each author studied. DOK 2 ❑ Answer open response questions and multiple-choice questions using state released items and other short stories. DOK 2 ❑ Write questions to answer about short stories. DOK 2

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	<p><i>grammar, spelling).</i></p> <ul style="list-style-type: none"> ❑ <i>SLO-1 adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).</i> ❑ <i>SLO-3 apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-O6-1.0.4 Students will formulate questions to guide reading. ❑ RD-O6-1.0.5 Students will scan to find key information. ❑ RD-O6-1.0.6 Students will skim to get the general meaning of a passage. ❑ RD-O6-2.0.3 Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3 ❑ RD-O6-2.0.7 Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read. DOK 3 ❑ RD-O6-3.0.1 Students will explain the relationship between events in a story and a character’s behavior. DOK 3 ❑ RD-O6-3.0.2 Students will identify an author’s purpose in a passage. DOK 2 ❑ RD-O6-3.0.3 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 ❑ RD-O6-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) 		

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	<p>and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</p> <ul style="list-style-type: none"> ❑ RD-O6-5.0.4 Students will identify or explain examples of symbolism, irony, or analogy from the passage. DOK 2 ❑ WR-M-4.7.0 Focusing <ul style="list-style-type: none"> ❑ Connecting to content knowledge ❑ Connecting with prior learning and experience ❑ Initiating an authentic reason to write ❑ Thinking about a subject, an experience, a question, an issue, or a problem to determine a meaningful reason to write ❑ WR-M-4.8.0 Prewriting <ul style="list-style-type: none"> ❑ Selecting/narrowing topic ❑ Establishing a purpose and central/controlling idea or focus ❑ Identifying and analyzing the audience ❑ Determining the most appropriate form to meet the needs of purpose and audience ❑ Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities) ❑ Organizing ideas – examining other models of good writing, appropriate text structures to match purpose, various ways to organize information ❑ WR-M-4.9.0 Drafting <ul style="list-style-type: none"> ❑ Writing draft(s) for an intended audience ❑ Developing topic, elaborating ideas, exploring sentence variety and language use ❑ WR-M-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> ❑ Reflecting to determine where to add, 		

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	<p>delete, rearrange, define/redefine, or elaborate content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content. <input type="checkbox"/> Checking for accuracy of content <input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions <input type="checkbox"/> Comparing with rubric criteria and benchmark papers/models <input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas <p>Reviewing Skills Idea Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-06-4.10.4-Students will narrow topic for selected writing. <input type="checkbox"/> WR-06-4.10.5-Students will identify topic sentence of a paragraph. <input type="checkbox"/> WR-06-4.10.6-Students will select appropriate supporting details. <input type="checkbox"/> WR-06-4.10.7-Students will identify extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-06-4.10.8-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. <input type="checkbox"/> WR-06-4.10.9-Students will apply the most effective transitions. <input type="checkbox"/> WR-06-4.10.10-Students will develop effective introductions and closures for writing. <p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-06-4.10.11-Students will eliminate 		

Grade 6	Unit 3: Short Story		Suggested Length: 6 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>redundant words and phrases.</p> <ul style="list-style-type: none"> ❑ WR-06-4.10.12-Students will choose the most specific word for use in a sentence. ❑ WR-M-4.11.0 Editing (Conventions and Mechanics) ❑ Checking for correctness <ul style="list-style-type: none"> ❑ Language usage ❑ Sentence structure ❑ Spelling ❑ Capitalization ❑ Punctuation ❑ Documentation of sources ❑ Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills Language Usage</p> <ul style="list-style-type: none"> ❑ WR-06-4.11.13- Students will apply knowledge of subject/verb agreement with both singular and plural subjects. ❑ WR-06-4.11.14- Students will apply knowledge of present, past, and future verb tenses. ❑ WR-06-4.11-15- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. ❑ WR-06-4.11.16-Students will apply knowledge of special problems in usage (a/an, to/two/too, their/there/they're) pronoun reference and double negatives. <p>Sentence Structure</p> <ul style="list-style-type: none"> ❑ WR-06-4.11.18-Students will correct run-ons or awkward sentences. ❑ WR-06-4.11.19-Students will correct sentence fragments. ❑ WR-06-4.11.20-Students will combine short, choppy sentences effectively. 		

Grade 6	Unit 4: Critical Reading Persuasive and Informational		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What is persuasive writing?</p> <p>2. What are the propaganda techniques used by authors that lead us to make decisions that are not fully based in reality?</p> <p>3. How do we, as readers, discern fact from fiction in what we read?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>R-4 interpret and apply information in a variety of transactive reading materials to complete authentic tasks.</i> ❑ <i>R-8 use vocabulary and comprehension strategies, as well as technology, to understand text.</i> ❑ <i>W-2 use information from technology and other resources to develop independent ideas and support those ideas in writings for authentic purposes and audiences.</i> ❑ <i>W-3 write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on inquiry and/or personal experience that show independent thinking and incorporate ideas and information from reading, listening, observing, and inquiry.</i> ❑ <i>SLO-1 adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).</i> ❑ <i>SLO-2 apply organizational skills and delivery techniques to produce oral messages and products with and without technology.</i> ❑ <i>SLO-3 apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</i> ❑ <i>I-2 identify the most appropriate resources to accomplish different tasks (additional supporting Academic Expectation 5.4).</i> ❑ <i>T-1 use appropriate technology to access</i> 	<ul style="list-style-type: none"> ❑ Propaganda ❑ Persuasion ❑ Analysis ❑ Factual ❑ Opinion ❑ Synthesis ❑ Gimmicks ❑ Essay ❑ Article ❑ Visual image ❑ All Propaganda Techniques: (bandwagon, sex appeal, etc.) ❑ Main Idea 	<ul style="list-style-type: none"> ❑ Identify persuasive techniques used in advertising (quizzes and activities). DOK 2 ❑ Analyze persuasive texts, synthesize the information, write a response to the text, and put together a multimedia presentation identifying strategies used to sway the reader. DOK 2 ❑ Analyze a Journal Article. DOK 2 ❑ Analyze an essay. DOK 2 ❑ Evaluate article/essay style (the adaptation to one’s language). DOK 2 ❑ Analyze and Evaluate TV commercials. DOK 2 ❑ <u>Write an essay, article, advertisement, or narrative.</u> DOK 2 ❑ <u>Test /open response</u>

Grade 6	Unit 4: Critical Reading Persuasive and Informational		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><i>ideas and information for authentic tasks.</i></p> <ul style="list-style-type: none"> ❑ T-2 use technology to enhance communication for authentic audiences and purposes. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-O6-2.0.5 Students will summarize information from a paragraph, a section of a passage, or the entire passage. DOK 2 ❑ RD-O6-3.0.5 Students will distinguish between informative and persuasive passages. ❑ RD-O6-3.0.6 Students will distinguish between fact or opinion. ❑ RD-O6-3.0.7 Students will identify or explain an author’s opinion about a subject. DOK 2 ❑ RD-O6-3.0.8 Students will identify the argument or supporting evidence from a passage. DOK 2 ❑ RD-O6-3.0.9 Students will identify persuasive techniques (e.g., expert opinion, emotional appeal, logical appeal, repetition) or propaganda techniques (e.g., testimonial, bandwagon). DOK 2 ❑ WR-06-1.1.3 In Transactive Writing, <ul style="list-style-type: none"> ❑ Students will communicate a purpose through informing, persuading, or analyzing. ❑ Students will develop an effective angle to achieve purpose. ❑ Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece. ❑ Students will apply characteristics of the 		

Grade 6	Unit 4: Critical Reading Persuasive and Informational		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>selected form (e.g., letter, feature article, editorial, speech).</p> <ul style="list-style-type: none"> ❑ Students will sustain in a suitable tone. ❑ Students will allow voice to emerge when appropriate. <ul style="list-style-type: none"> ❑ WR-06-1.2.3 In Transactive Writing, <ul style="list-style-type: none"> ❑ Students will communicate relevant information to clarify and justify a specific purpose. ❑ Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals). ❑ Students will develop explanations to support the writer’s purpose. ❑ Students will apply research to support ideas with facts and opinions. ❑ Students will incorporate persuasive techniques (e.g., expert opinion, emotional/logical appeal, repetition) or propaganda techniques (e.g., testimonial, bandwagon) when appropriate. ❑ WR-06-2.3.3 In Transactive Writing, <ul style="list-style-type: none"> ❑ Students will establish a context for reading. ❑ Students will apply the accepted format of the genre. ❑ Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose. ❑ Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details. 		

Grade 6	Unit 4: Critical Reading Persuasive and Informational		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Students will apply paragraphing effectively. <input type="checkbox"/> Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate. <input type="checkbox"/> Students will create conclusions effectively. <input type="checkbox"/> WR-06-2.4.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop sentences of various structures and lengths throughout the piece. <input type="checkbox"/> Students will develop complete sentences or apply unconventional structures when appropriate. <input type="checkbox"/> WR-06-2.4.3 In Transactive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop complete, concise sentences or apply unconventional structures when appropriate. <input type="checkbox"/> WR-06-3.5.3 In Transactive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will adhere to standard guidelines for usage and grammar. <input type="checkbox"/> Students will apply precise word choice. <input type="checkbox"/> Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience. Spelling <ul style="list-style-type: none"> <input type="checkbox"/> WR-06-4.11.23-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words. <input type="checkbox"/> WR-06-4.11.24-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of 		

Grade 6	Unit 4: Critical Reading Persuasive and Informational		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>words.</p> <ul style="list-style-type: none"> ❑ WR-06-4.11.25-Students will apply knowledge of spelling patterns, generalizations, and rules to contractions. <p>Capitalization</p> <ul style="list-style-type: none"> ❑ WR-06-4.11.27-Students will capitalize proper noun (e.g., names, days, months). ❑ WR-06-4.11.28-Students will capitalize the beginning of sentences. ❑ WR-06-4.11.29-Students will capitalize the pronoun “I”. ❑ WR-06-4.11.30-Students will capitalize proper adjectives. <p>Punctuation</p> <ul style="list-style-type: none"> ❑ WR-06-4.11.33-Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences. ❑ WR-06-4.11.34-Students will use commas in a series, a date, a compound sentence, and the greeting and closing of a letter. ❑ WR-06-4.11.35-Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses. ❑ WR-06-4.11.36-Students will correctly apply the rules of punctuation for apostrophes in possessives and contractions. ❑ WR-06-4.11.37-Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms. ❑ WR-06-4.11.38-Students will correctly apply the rules of punctuation for semi-colons in items in a series and combined sentences. ❑ WR-06-4.11.39-Students will correctly apply the rules of punctuation for colons in introducing a list and the business letter 		

Grade 6	Unit 4: Critical Reading Persuasive and Informational		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>greeting.</p> <ul style="list-style-type: none"> ❑ WR-6-4.11.40-Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes. <p>Documentation</p> <ul style="list-style-type: none"> ❑ WR-06-4.11.41-Students will document use of sources. <p>Reflecting</p> <ul style="list-style-type: none"> ❑ WR-M-4.13.0 <ul style="list-style-type: none"> ❑ Reflecting upon <ul style="list-style-type: none"> ❑ Goals as a writer ❑ Progress and growth as a writer ❑ Who or what has influenced progress and growth ❑ Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing) 		

Grade 6	Unit 5: Novel Study		Suggested Length: 6 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. How do great books enrich our lives?</p> <p>2. Why is it important to read great books?</p> <p>3. How are reading and</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-O6-1.0.1 Students will apply knowledge of synonyms or antonyms to comprehend a passage. DOK 2 ❑ RD-06-1.0.2 Students will select, based on context, the appropriate meaning for a word that has multiple meanings. DOK 2 ❑ RD-06-1.0.3 Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage. DOK 2 ❑ RD-O6-1.0.4 Students will formulate 	<ul style="list-style-type: none"> ❑ Resume ❑ Character sketch ❑ Acrostic ❑ Cinquain ❑ Plot diagram ❑ Synopsis ❑ Time line ❑ Synonym ❑ Antonym ❑ Homonym ❑ Prefix 	<ul style="list-style-type: none"> ❑ Read award-winning novel. DOK 2 ❑ Study new vocabulary. DOK 2 ❑ Recognize literary text structures (table of contents, chapters, titles, etc.). DOK 2 ❑ Organize events. DOK 2 ❑ Respond to literature in a variety of ways (discussion, writing, drama, and art). DOK 2 ❑ Make connections to real life DOK 2 ❑ Complete project packet, which includes a variety of activities to choose from in each of 5 categories (characters, setting, plot, language, oral presentation).

Grade 6	Unit 5: Novel Study		Suggested Length: 6 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>writing connected?</p> <p>4. Why are great books written?</p>	<p>questions to guide reading.</p> <ul style="list-style-type: none"> ❑ RD-O6-1.0.5 Students will scan to find key information. ❑ RD-O6-1.0.6 Students will skim to get the general meaning of a passage. ❑ RD-O6-2.0.1 Students will identify or explain the main idea of a passage. DOK 3 ❑ RD-O6-2.0.2 Students will identify and explain the characteristics of short stories, novels, poetry or plays. DOK 2 ❑ RD-O6-2.0.3 Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3 ❑ RD-O6-2.0.7 Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read. DOK 3 ❑ RD-O6-3.0.1 Students will explain the relationship between events in a story and a character’s behavior. DOK 2 ❑ RD-O6-3.0.3 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 ❑ RD-O6-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world), and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). 	<ul style="list-style-type: none"> ❑ Suffix 	<p>DOK 3</p> <ul style="list-style-type: none"> ❑ Synonym, homonym, antonym, prefix, suffix study. DOK 2 ❑ Explain how conflicts in the novel are resolved in the final project. DOK 3