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| **Content Area** | Reading, Writing, and Communicating | **Grade Level** | 6th Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Oral Expression and Listening
 | 1. Successful group discussions require planning and participation by all
 | RWC10-GR.6-S.1-GLE.1 |
| 1. Reading for All Purposes
 | 1. Understanding the meaning within different types of literature depends on properly analyzing literary components
 | RWC10-GR.6-S.2-GLE.1 |
| 1. Organizing structure to understand and analyze factual information
 | RWC10-GR.6-S.2-GLE.2 |
| 1. Word meanings are determined by how they are designed and how they are used in context
 | RWC10-GR.6-S.2-GLE.3 |
| 1. Writing and Composition
 | 1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice
 | RWC10-GR.6-S.3-GLE.1 |
| 1. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop
 | RWC10-GR.6-S.3-GLE.2 |
| 1. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy
 | RWC10-GR.6-S.3-GLE.3 |
| 1. Research and Reasoning
 | 1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation
 | RWC10-GR.6-S.4-GLE.1 |
| 1. Assumptions can be concealed, and require identification and evaluation
 | RWC10-GR.6-S.4-GLE.2 |
| 1. Monitoring the thinking of self and others is a disciplined way to maintain awareness
 | RWC10-GR.6-S.4-GLE.3 |
| **Colorado 21st Century Skills** | **Text Complexity** |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Own Your Learning***Invention:** *Creating Solutions* |  |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
| Lives Connected  | 6-8 weeks | 1 |
| You Be the Judge | 6-8 weeks | 2 |
| Take a Stand  | 6-8 weeks | 3 |
| Through the Looking Glass | 6-8 weeks | 4 |

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| **Unit Title** | Lives Connected | **Length of Unit** | 6-8 weeks |
| **Focusing Lens(es)** | Connections | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.6-S.1-GLE.1RWC10-GR.6-S.2-GLE.1RWC10-GR.6-S.2-GLE.2 | RWC10-GR.6-S.3-GLE.1RWC10-GR.6-S.3-GLE.3RWC10-GR.6-S.4-GLE.1 |
| **Inquiry Questions (Engaging- Debatable):**  | * What makes a piece of literature dynamic? (RWC10-GR.6-S.2-GLE.1-EO.a.ii)
* How do authors help readers make connections with texts? (RWC10-GR.6-S.2-GLE.1-EO.a.iii) and (RWC10-GR.6-S.3-GLE.1-EO.a.ii) and (RWC10-GR.6-S.3-GLE.1-a.iv)
 |
| **Unit Strands** | Oral Language and Expression, Reading for all Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| relationships, character, conflict, choice, identity, interactions, connections, communication, perspectives, experiences | Comprehension strategies (e.g. inference, synthesize, summary, schema, compare, contrast, distinguish, interpretations, identification, visualization, organization, interactions | event sequences, literary devices, literary elements, story elements, planning strategies\*, genres, voice, tone, narrative techniques  |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Authors connect reader to the text by creating relationships and conflict between literary characters that mirror real-world relationships and conflict. (RWC10-GR.6-S.3-GLE.1-EO.a) | What is conflict? | How is theme illustrated through the relationships and conflict of a text? (RWC10-GR.6-S.2-GLE.1-EO.a.ii)  |
| Authors often create conflict in text through word choices, voices, and subject matters that challenge traditions. (RWC10-GR.6-S.3-GLE.1-EO.f) | What are the specific words the author uses to convey conflict in (text)? | How is reasoning and evidence used to construct implications of societal values?  |
| Writers who demonstrate the use of conventions through well-organized ideas produce clear and coherent writing. (RWC10-GR.6-S.3-GLE.3-EO.b) | What is the purpose of effectively using writing conventions? | How do quotation marks provide structure to a narrative?  |
| Writers use narrative techniques to effectively communicate individual perspectives and experience through written text. (RWC10-GR.6-S.3-GLE.1-EO.c) | What are the literary elements of a text? (RWC10-GR.6-S.3-GLE.1-EO.e)  | How do literary devices/figurative language increase the complexity of the text?  |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Episodic aspects of plots (RWC10-GR.6-S.2-GLE.1-EO.a)
* The significance of citing textual evidence (RWC10-GR.6-S.2-GLE.1-EO.a)
* The central Idea and Theme of text (RWC10-GR.6-S.2-GLE.1-EO.a)
* Structure of a summary (RWC10-GR.6-S.2-GLE.1-EO.a)
* Point(s) of view in a narrative (RWC10-GR.6-S.2-GLE.1-EO.b.iii)
* Differences and similarities within texts (RWC10-GR.6-S.2-GLE.1-EO.c)
* Example of questions that enhance comprehension (RWC10-GR.6-S.2-GLE.1-EO.e)
* The importance of word choice and dialogue to achieve an effect (RWC10-GR.6-S.2-GLE.1-EO.f)
* Effective techniques for use in writing narratives (RWC10-GR.6-S.3-GLE.1-EO.a)
* Planning strategies for writing (RWC10-GR.6-S.3-GLE.1-EO.b)
* Organizational patterns of specific genres (RWC10-GR.6-S.3-GLE.1-EO.d,e)
* Literary elements (well-developed characters, setting, dialogue, conflict) (RWC10-GR.6-S.3-GLE.1-EO.d,e)
* The processes of writing (RWC10-GR.6-S.3-GLE.3-EO.e)
* How authors use evidence to develop credibility (RWC10-GR.6-S.1-GLE.1-EO.g)
 | * Describe how a particular story’s plot unfolds (RWC10-GR.6-S.2-GLE.1-EO.a)
* Cite textual evidence to support what the text says as well as inferences drawn (RWC10-GR.6-S.2-GLE.1-EO.a)
* Determine a theme and how is conveyed through particular details (RWC10-GR.6-S.2-GLE.1-EO.a)
* Write a summary (RWC10-GR.6-S.2-GLE.1-EO.a)
* Explain how an author develops point of view of the narrator (RWC10-GR.6-S.2-GLE.1-EO.b.iii)
* Compare and contrast text in different forms of genres and how they address similar themes and topics (RWC10-GR.6-S.2-GLE.1-EO.c.ii)
* Answer questions varying in complexity to clarify and extend comprehension (RWC10-GR.6-S.2-GLE.1-EO.e)
* Identify how the author uses dialog and specific word choice to achieve an effect. (RWC10-GR.6-S.2-GLE.1-EO.f)
* Write narratives (RWC10-GR.6-S.3-GLE.1-EO.a)
* Employ a range of planning strategies for writing (RWC10-GR.6-S.3-GLE.1-EO.b)
* Use literary elements of a text to present well organized ideas in a text (RWC10-GR.6-S.3-GLE.1-EO.d,e)
* Create voice and tone in writing (RWC10-GR.6-S.3-GLE.1-EO.f)
* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (RWC10-GR.6-S.3-GLE.3-EO.e)
* Engage effectively in a range of collaborative discussions with diverse partners on grade appropriate topics (RWC10-GR.6-S.1-GLE.1-EO.d)
* Adapt speech to a variety of contexts (RWC10-GR.6-S.1-GLE.1-EO.c)
* Recognize the difference between informal and formal language (RWC10-GR.6-S.1-GLE.1-EO.h)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | The theme of a narrative is often demonstrated through the perspective of different characters and the conflicts they face. |
| **Academic Vocabulary:** | Evidence, compare/contrast, summarize, variations, conflict, transitions, , graphic organizer, analyze, inference, connection |
| **Technical Vocabulary:** | Schema, literary elements, dialogue, narrative, conventions, figurative language, tone, voice, genre, clause, theme, resolution, climax, exposition, rising action, falling action, writing process |

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| **Unit Title** | You Be the Judge  | **Length of Unit** | 6-8 weeks |
| **Focusing Lens(es)** | Judgment | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.6-S.1-GLE.1RWC10-GR.6-S.2-GLE.2RWC10-GR.6-S.3-GLE.1RWC10-GR.6-S.3-GLE.2RWC10-GR.6-S.3-GLE.3 | RWC10-GR.6-S.4-GLE 1 RWC10-GR.6-S.4-GLE 2RWC10-GR.6-S.4-GLE 3 |
| **Inquiry Questions (Engaging- Debatable):**  | * What does it mean for something to be relevant? (RWC10-GR.6-S.3-GLE.2-IQ.1)
* How do people arrive at decisions/make judgments (RWC10-GR.6-S.3-GLE.2-IQ.3-6)
 |
| **Unit Strands** | Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning  |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| Identity, choice, perspective, differences, similarities, evidence, judgment, evaluation, argument, discrimination, classification, interpretation , decisions | Background Knowledge, purpose, inference, critical analysis, compare/contrast, comprehension, distinguish, justify, elaboration, imagery, central idea, summary, claims, opinion, interpret, question | Text structure, text feature, point of view, style, persuasion, inform, explain, describe, conventions |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Relevant evidence underpins effective claims and informed judgments. (RWC10-GR.6-S.3-GLE.2-EO.a) | What is relevant information?  | How do we determine if information is relevant?Why is relevance so important when someone is writing? (RWC10-GR.6-S.3-GLE.2-IQ. 1) |
| Inferences require the effective use of textual evidence and contribute to reader’s understanding(s) of a text. (RWC10-GR.6-S.2-GLE.2-EO.a.i)  | What is an inference?What is evidence? | How does using textural evidence help determine the central idea of the text?  |
| Interpretation that continually checks for bias requires thorough analysis and synthesis of resources (RWC10-GR.6-S.1-GLE.1-EO.e) | What are media sources? | How do diverse formats (visually, quantitatively, orally) contribute to the understanding of a topic? (RWC10-GR.6-S.1-GLE.1-EO.f) |
| Specific organizational writing strategies convey relevant information or opinions. (RWC10-GR.6-S.3-GLE.2-EO.b) | What are the components of an informational/ explanatory text? | How does organization in text create understanding? (RWC10-GR.6-S.3-GLE.2-EO.b,d)How do writer monitor their work to include information that is relevant to the topic? (RWC10-GR.6-S.3-GLE.2-IQ.2) |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Collaborative methods to expand thinking and understanding (RWC10-GR.6-S.1-GLE.1-N1)
* Logical sequencing of ideas and details (RWC10-GR.6-S.1-GLE.1-EO.a)
* The importance of claims and findings in informational text (RWC10-GR.6-S.1-GLE.1-EO.a)
* Persuasive techniques to influence decisions and perspectives (RWC10-GR.6-.2-GLE.2-RA.3)
* The differences between online and printed text organization (RWC10-GR.6-S.2-GLE.2-RA.4)
* The ways in which authors use text features to affect understanding. (RWC10-GR.6-S.2-GLE.2-IQ. 1,2)
* Text features and media as sources of information(RWC10-GR.6-S.2-GLE.2-N.1) and (RWC10-GR.6-S.1-GLE.1-EO.b)
* A variety of diverse media formats (RWC10-GR.6-S.1-GLE.1-EO.c.e. N.3)
* Internet data bases that help users identify credible sources (RWC10-GR.6-S.1-GLE.1-RA.2)
* Methods to explore and comprehend he central idea of the text (RWC10-GR.6-S.2-GLE.1-EO.a)
* Nonfiction writing across content areas (RWC10-GR.6-S.2-GLE.2-N.2.3)
* The relationship between craft and structure and the meanings of words and phrases used in a text (RWC10-GR.6-S.2-GLE.2-EO.b.i) and (RWC10-GR.6-S.2-GLE.2-EO.d)
* Proper convention use for clarity, sentence fluency and purpose (RWC10-GR.6-S.3-GLE.3-IQ.1,2,3.N.1)
* Editing and vocabulary in the writing process (RWC10-GR.6-S.3-GLE.3-RA.2) and (RWC10-GR.6-S.3-GLE.2-EO.e,f, h)
* A variety of print and digital sources (RWC10-GR.6-S.4-GLE.1-EO.b)
* Text features (RWC10-GR.6-S.2-GLE.2-EO.f)
* The attributes of multi-paragraph compositions (clear topic, logical organization , effective use of detail – etc). (RWC10-GR.6-S.3-GLE.2-EO.e)
 | * Sequence ideas logically, using pertinent descriptions, facts and details. (RWC10-GR.6-S.1-GLE.1-EO.a)
* Present claims and findings (RWC10-GR.6-S.1-GLE.1-EO.a)
* Distinguish claims that are supported or not with evidence. (RWC10-GR.6-S.1-GLE.1-EO.f)
* Interpret and integrate information presented in diverse media formats. (RWC10-GR.6-S.1-GLE.1-EO.c.e)
* Use key ideas and details to cite textual evidence to support analysis of what the text says. (RWC10-GR.6-S.2-GLE.2-EO.a)
* Determine central idea of a text (RWC10-GR.6-S.2-GLE.1-EO.a)
* Determine an author’s point of view or purpose in a text (RWC10-GR.6-S.2-GLE.2-EO.b.iii,IQ.4)
* Read and comprehend literary non-fiction (RWC10-GR.6-S.2-GLE.2-EO.d)
* Generate questions, make/confirm predictions, make inferences, cause/effect and draw conclusions based on text structures. (RWC10-GR.6-S.2-GLE.2-EO.e, RA 1,2)
* Use information form texts and text features to answer questions. (RWC10-GR.6-S.2-GLE.2-EO.f)
* Use context as a clue to the meaning of a word or phrase (RWC10-GR.6-S.2-GLE.3-EO.a)
* Use academic and domain specific vocabulary (RWC10-GR.6-S.2-GLE.3-EO.c)
* Employ a range of planning strategies (RWC10-GR.6-S.3-GLE.1-EO.b)
* Write informative/explanatory text to explain and convey ideas (RWC10-GR.6-S.3-GLE.2-EO.b)
* Write arguments to support claims using clear reasons and relevance. (RWC10-GR.6-S.3-GLE.2-EO.a)
* Organize information into a coherent essay or report. (RWC10-GR.6-S.3-GLE.2-EO.d)
* Improve clarity of paragraphs and transitions (RWC10-GR.6-S.3-GLE.2-EO.g)
* Critique persuasive elements of a peers writing. (RWC10-GR.6-S.3-GLE.2-EO.i)
* Demonstrate the use of appropriate conventions(RWC10-GR.6-S.3-GLE.3-EO.a)
* Use technology to produce and publish writing as well a to interact with others (RWC10-GR.6-S.3-GLE.3-EO.f)
* Gather relevant information from multiple print and digital sources (RWC10-GR.6-S.4-GLE.1-EO.b)
* Use information from text and text features to answer questions (RWC10-GR.6-S.2-GLE.2-EO.f)
* Determine strengths and weaknesses of their thinking & thinking of others using relevant criteria (RWC10-GR.6-S.4-GLE.3-EO.a)
* By the end of the year, read and comprehend all types of texts at the 6th grade level (RWC10-GR.6-S.2-GLE.1-EO.d)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Relevant details provide organization and structure that allows the reader to make claims and judgments about the text.*  |
| **Academic Vocabulary:** | Digital source, credibility, relevant, cite textual evidence, text features, multimedia, analysis, persuasion, pertinent |
| **Technical Vocabulary:** | Point of view, claim, judgment, context clues, credible sources, main idea |

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| **Unit Title** | Take a Stand | **Length of Unit** | **6-8 weeks** |
| **Focusing Lens(es)** | Justice | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.6-S.1-GLE.1RWC10-GR.6-S.2-GLE.1RWC10-GR.6-S.2-GLE.2RWC10-GR.6-S.2-GLE.3 | RWC10-GR.6-S.3-GLE.2RWC10-GR.6-S.3-GLE.3RWC10-GR.6-S.4-GLE.1RWC10-GR.6-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):**  | * What is justice? How do you know if something is just/unjust?
* How do biases interfere with critical thinking? (RWC10-GR.6-S.4-GLE.2-IQ.4)
 |
| **Unit Strands** | Oral Language and Expression, Reading for all Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| Identify, conflict, choice, discrimination, order, fairness, equality, perspective, integrity, ethics, bias, stereotype, compromise ,negotiation, data, opinion | Critique, inference, self-reflection, analyze, purpose, assumptions, clarify, validity | Text features, text structures, sources, conventions, cite, research, organization, collaborations, tools |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise. (RWC10-GR.6-S.4-GLE.3-EO.b.IQ.1) | What are the elements of compromise? (RWC10-GR.6-S.1-GLE.1-RA.1) | How can compromise and negotiation in collaboration be important tools? (RWC10-GR.6-S.4-GLE.1-RA.2) |
| Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback. (RWC10-GR.6-S.4-GLE.3-EO.a) and (RWC10-GR.6-S.4-GLE.1.RA.2) | What are personal opinions?  | What happens when members of a group don’t listen to one another? (RWC10-GR.6-S.1-GLE.1-IQ.1.3.4)How are personal opinions formed and/or adjusted? |
| Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data. (RWC10-GR.6-S.4-GLE.1-EO.a; N.1) | What are effective research tools?  | How are these tools used by professionals in their field? (RWC10-GR.6-S.4-GLE.1-IQ.3.4) |
| Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens. (RWC10-GR.6-S.4-GLE.2-EO.a.c.e) | What is an assumption?What does it mean to be biased?  | How do assumptions shape peoples thinking? Why is it important to be open-minded?When are assumptions helpful? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The advantages of compromises and negotiation (RWC10-GR.6-S.4-GLE.1-RA.3)
* The research process across all content areas. (RWC10-GR.6-S.4-GLE.1-N.1)
* Historians’ use of situational, contextual, and temporal evidence. (RWC10-GR.6-S.4-GLE.2-RA.3)
* Methods for assessing the credibility of a source or resource (RWC10-GR.6-S.4-GLE.2-EO.a-e)
* Tools to use in a small group to organize discussion (RWC10-GR.6-S.1-GLE.1-IQ.5)
* The value and use of electronic resources and hyper-text, quick search features to find information on unfamiliar topics. (RWC10-GR.6-S.2-GLE.3-RA.2.3)
* Steps to take to help monitor research for fairness and bias. (RWC10-GR.6-S.4-GLE.3-RA.3; N.1, 2)
* Strategies for individual, small group and large group projects (RWC10-GR.6-S.4-GLE.1-N.2; IQ.5)
 | * Conduct a short research project (RWC10-GR.6-S.4-GLE.1-EO.a)
* Glean evidence from literary or informational text to support analysis, reflection and research. (RWC10-GR.6-S.4-GLE.1-EO.c)
* Work as an individual, small group, and large group (RWC10-GR.6-S.4-GLE.1-N2; IQ.5)
* Choose an appropriate question or issue to research. (RWC10-GR.6-S.4-GLE.1-N.3)
* Select an appropriate method to conduct research (RWC10-GR.6-S.4-GLE.1-RA.4)
* Utilize available resources including graphs, charts and other access features (RWC10-GR.6-S.4-GLE.1-IQ.1.2)
* Hold themselves and others accountable for sharing the work load(RWC10-GR.6-S.4-GLE.1-IQ.1.5)
* Compromise and negotiate in small and large groups (RWC10-GR.6-S.4-GLE.1-RA.3)
* Recognize that assumptions shape peoples thinking(RWC10-GR.6-S.4-GLE.1-IQ1)
* Integrate information presented in different media or formats (RWC10-S.2-GLE.2-EO.c.i)
* Trace and evaluate arguments (RWC10-S.2-GLE.2-EO.c.ii)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Group research requires compromise, keeping an open mind, and an understanding of perspective to accomplish the collaborative goal.*  |
| **Academic Vocabulary:** | Research, evaluate, collaborate, research tools, assumptions, compromise, contributing, reflection, interpret, cite, opinions, data, evaluate, assess, perspective, relevant, bias, prejudice, metacognition |
| **Technical Vocabulary:** | Bibliography, APA, MLA, editing process(es) |

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| **Unit Title** | Through the Looking Glass | **Length of Unit** | 6-8 weeks |
| **Focusing Lens(es)** | Perspectives | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.6-S.1-GLE.1RWC10-GR.6-S.2-GLE.1RWC10-GR.6-S.2-GLE.2RWC10-GR.6-S.2-GLE.3 | RWC10-GR.6-S.3-GLE.1RWC10-GR.6-S.3-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):**  | * What do authors do to help readers create imagery? (RWC10-GR.6-S.2-GLE.1-IQ.2)
* How do specific words help readers visualize a scene? (RWC10-GR.6-S.2-GLE.1-IQ.2)
* How is writing influenced by the author’s context and perspective? (RWC10-GR.6-S.3-GLE.1-EO.c)
 |
| **Unit Strands** | Oral language and expression, Reading for all Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| Inner conflict, love, loss, sacrifice, greed, identity, choice, values, perspective, relationships, reader | Connections, collaboration, background knowledge, summary, interactions, imagery, perspective, compare/contrast,  | Figurative language, cadence, expression, sentence fluency, text features, genres, voice, tone, mood, stanza, audience, conventions, roots and affixes, style, literary devices, theme, word choice, personification |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Through exposure to the perspectives of various authors, writers can develop multiple styles and a wide array of writing strategies. (RWC10-GR.6-S.2-GLE.1-N.2) | What are the skills that make an effective writer? | How does an author’s style influence a person’s writing? What makes a piece of writing interesting to read?  |
| Readers analyze purpose and discover themes and topics in writing by comparing and contrasting, (RWC10-GR.6-S.2-GLE.1-EO.c) | What are some various genres we read? | How are genres alike and different?  |
| Connections to multiple literature sources fosters a learner’s ability to choose literary texts that expand interests and broaden views (RWC10-GR.6-S.2-GLE.1-EO.d.i; RA.2) | What is a clear, contextualized example of a relevant source of information? Defend.  | Why might a reader choose a Fantasy over a Realistic Fiction? |
| Analyzing specific word choice clarifies meaning, tone, imagery and purpose in reading and writing by allowing the learner to visualize text. (RWC10-GR.6-S.2-GLE.1-EO.c) | What is tone? (RWC10-GR.6-S.2-GLE.1-EO.b.i; IQ.2; N.1) | How does understanding the author’s word choice contribute to imagery?  |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Examples of how specific word choices convey the quality of experience(s) . (RWC10-GR.6-S.1-GLE.1-EO.a.iv.)
* Perspectives offered within a variety of literature on a given topic. (RWC10-GR.6-S.2-GLE.1-EO.c.ii)
* Roots and affixes(RWC10-GR.6-S.2-GLE.3-EO.a.iii)
* A variety of reading strategies to monitor comprehension. (RWC10-GR.6-S.2-GLE.3-EO.a.i.ii.IQ.3)
* The importance of comparing and contrasting texts. (RWC10-GR.6-S.2-GLE.1-EO.c.iii)
* A range of literary devices (alliteration, onomatopoeia, rhyme, simile, metaphor, personification, graphic elements) to create imagery and high interest writing. (RWC10-GR.6-S.3-GLE.1-EO.c.f)
* The specific ways in which writing/grammatical errors prevent a reader from understanding the author’s ideas and intentions. (RWC10-GR.6-S.3-GLE.3-EO.b; IQ.1.4)
 | * Use precise words and phrases to convey experiences (RWC10-GR.6-S.1-GLE.1-EO.a.iv.)
* Recognize that language bring s a piece of writing to life for a reader (RWC10-GR.6-S.3-GLE.1; IQ.2)
* Identify roots and affixes, determine meanings and transfer knowledge. (RWC10-GR.6-S.2-GLE.3-EO.a.iii; IQ.1.2; N1; RA.1)
* Use context as a clue to meaning of a word or a phrase to monitor comprehension (RWC10-GR.6-S.2-GLE.3-EO.a.i.ii; IQ.3)
* Demonstrate an understanding of figurative language, word relationships, nuances and word meanings (RWC10-GR.6-S.2-GLE.3-EO.b)
* Compare and contrast texts in different genres in terms of their approaches to similar themes and topics. (RWC10-GR.6-S.2-GLE.1-EO.c.iii)
* Use a variety of on-line resources and text(s) from across different content areas to gather ideas and differing perspectives (RWC10-GR.6-S.3-GLE.1-IQ.3; RA.1.2)
* Access online resources and texts. (RWC10-GR.6-S.3-GLE.1-IQ.3; RA.1.2)
* Apply 6th grade standards to literature and non-fiction (RWC10-GR.6-S.4-GLE.1-EO.iii, iv)
* Employ synonyms and antonyms to help understand word meanings (RWC10-GR.6-S.2-GLE.3-EO.iv)
* Consult reference materials (RWC10-GR.6-S.2-GLE.3-EO.v)
* Verify word meanings using appropriate resources, as needed (RWC10-GR.6-S.2-GLE.3-EO.vi)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Genres of writing have different purposes, but can be connected to a central theme.* |
| **Academic Vocabulary:** | Topic, Connections, point of view, background knowledge, interactions, imagery, perspective, compare/contrast, relationships |
| **Technical Vocabulary:** | Genre, theme, author’s perspective, roots, affixes, authors purpose, voice, mood, tone, word choice |