

Unit Plan by Prioritized Standards

Content Area	ELA	
Grade/Course	6th	
Unit of Study	Narrative/Literary - Reading	
Duration of Unit	9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address "supporting" standards in daily lesson plans)		
RL1& RI1: <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Practice careful and attentive reading of both assigned and independent text choices Use close reading strategies that encompass summarizing, paraphrasing, and annotating Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects, which are not limited to non-fiction and narratives Distinguish important facts and details from extraneous information Distinguish facts that support a specific claim from facts that are irrelevant Determine logical note-taking to ensure analysis support Distinguish what the text infers compared to what is explicitly written Distinguish facts that support explicit evidence, or determine facts that support 	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	2/2

<p>inferred evidence from the text</p> <ul style="list-style-type: none"> • Practice reading texts within the prescribed time limit for grade-level expectations 		
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Exhibit knowledge of what “analysis” means as compared to “summary,” “paraphrase,” or “argument from opinion”</p>	<ul style="list-style-type: none"> • Why did the author write this piece? • What inferences can you make? • What information would you need to support the inference? • Analyze the passage, what can you conclude? • When you analyze the text, what inference can you make? • How does the textual evidence support your conclusion? • What was the author’s purpose • What can you conclude from the text? 	
Essential Unit Vocabulary		
<p>analyze explicit inference textual evidence conclude author’s purpose</p>		
Next step, create assessments and engaging learning experiences		

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RL2& RI2 Determine a <u>theme or central idea</u> of a text and how it is conveyed through <u>particular details</u> ; provide a <u>summary</u> of the text distinct from <u>personal opinions or judgments</u> .		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Understand the difference between theme and central idea Make predictions about developing themes within class notes, citing evidence that influences an evolving opinion Identify and explain how details influence theme and/or central idea Set a purpose for reading Consider literary elements such as narrative voice, organization, and word choice as well as explicit facts when determining the theme of a story (for example, first person narration might be a clue that the theme will be about identity or self-discovery) 	<ul style="list-style-type: none"> Reading Comprehension Recognize and analyze theme Understand symbolism Make inferences Support theme or idea with details from the text Summarize Understand the difference between fact and opinion or judgment 	3/3

<ul style="list-style-type: none">Practice summarizing a text using facts only, without expressing an opinion about the text (this is harder than you might think!)Understand that a “theme” is an author’s universal statement on a topic (message, moral, lesson)		
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	What does the story suggest about life? What does _____ represent in this story? Which of the following best captures the theme? In what way is _____ like _____? The words in this sentence create the impression that _____. How can you best summarize the text? Is your summary free of personal opinions or judgements?	
Essential Unit Vocabulary		
meaning	analyze	phrases specific
		figurative impact
		meaning
		connotative
		tone
		word choice
		determine
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RL3 & RI3 - Describe how a <u>particular story’s or drama’s plot unfolds</u> in a series of episodes as well as how <u>characters respond</u> or change as the <u>plot moves toward a resolution</u> .		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Identify and understand the elements of plot: exposition, rising action, climax, falling action, resolutionExamine plot structure, highlighting the way in which conflict drives the action and influences characters in a story as well as how certain events and developments lead to othersIdentify and understand the elements of characterization (a character’s thoughts, words, actions, appearance, experiences, etc.)Determine which characters are the most important and most fully “realized” (written to seem like real people and not just place holders)Understand the concept of narrative voice (first, second, or third person/omniscience, subjectivity, etc.)Determine all of the author’s decisions within the story: what thoughts, feelings, or emotions is the author trying to make the reader feel?	<ul style="list-style-type: none">Describe a plotSequence a series of episodes in a story or dramaIdentify the problemSummarizeDescribe how characters change throughout a story or dramaDetermine the resolution of a story or dramaDescribe how characters respond as the plot moves toward resolution	2/2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>Summarize the story or drama using key information.</p> <p>Sequence the story or drama</p> <p>Describe how a character evolves with the plot Describe the plot of a story or drama.</p> <p>How does the plot unfold?</p> <p>Describe the problem. How was it resolved? What can you infer about _____? (character, plot, resolution)</p> <p>The character's reactions in paragraph ____ tells the reader that _____.</p> <p>At what point in the story did the character begin to change?</p>
Essential Unit Vocabulary	
Plot Structure Characterization Dialogue Exposition Rising Action Climax Falling Action Resolution Static Character Dynamic Character Antagonist Protagonist Dialogue Conflict Episode First Person Narrative Third Person Narrative Omniscient Setting	
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RL4 & RI4- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Identify and know how authors use the major types of figurative language (for Sixth Grade: metaphor, simile, hyperbole, and personification) Describe the difference between negative and positive connotations of words Understand the difference between connotation and denotation 	<ul style="list-style-type: none"> Understand synonyms Understand connotations Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia) Compare & contrast Understand how word choice impacts meaning Understand how word choice impacts tone Interpret words and phrases Make inferences 	2/2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		<ul style="list-style-type: none"> What does the word/phrase _____ mean in this selection? Without changing the meaning of the sentence, which word can best be used to replace the underlined part? Which of the following synonyms is closest in the

	<p>meaning to the word _____?</p> <ul style="list-style-type: none">• In this sentence, the word _____ means _____. Is a feeling or emotion associated with the word usage?• How did the author use word choice to impact meaning and tone?• What word(s) could you use to replace _____ in order to shift the tone?
Essential Unit Vocabulary	
Diction Metaphor Simile Hyperbole Imagery Analogy Personification Alliteration Onomatopoeia Symbol Figurative Concrete	
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RL5& RI5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Analyze the component parts of various kinds of texts and their impact on the overall text structure (scene, act, chapter, stanza, line, etc.)Acquire knowledge of poetic structures appropriate to Sixth Grade (including examples of both lyric and narrative poetry)Identify and evaluate common organizational structures (e.g., chronological/logical order, cause and effect relationships, comparison and contrast, order of importance, problem and solution)Understand voice, point of view, author’s purpose, genre expectations, audience, length, and format requirements of various kinds of textsRead and write poetry in a variety of forms to better understand how a poem’s structure contributes to its developmentDiscuss text features and how they can contribute to text structureDiscuss how tone and mood can affect the author’s point of view	<p>Understand text structures and their parts Understand how a theme, setting, or plot develops</p> <p>Understand and analyze how text structure contributes to the development of the theme, setting and plot</p>	2/2

<ul style="list-style-type: none">Discuss point of view and how it can develop the theme, setting, and plot		
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	How does the theme, setting or plot develop? What words help the development of the theme, setting or plot? How does _____ contribute to the development of the theme, setting, or plot? How does the sentence, chapter, scene, or stanza fit into the overall structure of a _____? Analyze the text structure and explain why the author chose to write it this way. If you were to create an outline of this text, where would this particular sentence/chapter/scene or stanza be placed?	
Essential Unit Vocabulary		
Act Scene Chapter Stanza Climax/Crisis Rhyme Scheme Internal Rhyme End Rhyme Rhythm Shift Arc Theme Setting Plot Characterization		
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RL6 & RI6 - Explain how an author develops the point of view of the narrator or speaker in a text.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Distinguish author, protagonist, and/or narratorAcquire or review foundational knowledge of characterization and character traitsAcquire or review knowledge of narrative voice and structure (first person, third person, omniscience, etc.), and be able to distinguish what is meant by “point of view” as it relates to narrative voice and as it relates to an opinion or biasUnderstand that conflict is a driver of plot action; characters (along with events, settings, and other elements) experience conflicts that propel a story (for example: characters love or hate one another, experience an obstacle or hindrance, are torn apart by circumstance, etc.)	<ul style="list-style-type: none">Identify the point of viewUnderstand and explain how the point of view is developed by the narrator or speaker	2/2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Assess how point of view or purpose shapes the content and style of a text.	<p>How does the author develop the narrator or speaker's point of view?</p> <p>How does the author's word choice help develop the narrator or speaker's point of view?</p> <p>Who is the narrator?</p> <p>From whose point of view is the text written? How did the author help develop the character's point of view?</p>
Essential Unit Vocabulary	
Author Narrator Bias Perspective Point of View Protagonist Antagonist Major Character Minor Character Static Dynamic Flat Character Round Character Plot Conflict Foil Perspective	
Next step, create assessments and engaging learning experiences	

Unit Plan by Prioritized Standards

Content Area	ELA	
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Unit of Study	Argumentative/Informational - Reading	
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Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
RI8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		
ELAGSE6SL3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Trace argument and specific claims in textEvaluate argument and specific claims in textDistinguish claims supported by reasons and evidenceDistinguish claims not supported by reasons and evidence	<ul style="list-style-type: none">Identify argument and specific claims in a text	2/2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Be able to determine genuine claims supported by evidence and reason.	How does the author prove specific claims? What reasons and evidence support the claims? Which claims are not supported by reasons and evidence?
Essential Unit Vocabulary	
Bias, Evidence	
Next step, create assessments and engaging learning experiences	

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RL9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Perceive the similarities and differences between an original text and audio, visual, or live versions of the text Articulate how the similarities and differences impact the overall meaning of the text Analyze and identify the basic characteristics of the differences between multiple literary mediums (films, stories, plays, dramas, etc.) Discuss how lighting and sound techniques influence perception 	<ul style="list-style-type: none"> Understand the compare/contrast pattern Recognize text forms and genres Understand how themes are developed Identify text topics 	2/2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		How are ____ and ____ alike/similar? How are ____ and ____ different? What are the text forms/genres of each selection? What is the topic or theme of each selection? Although the topic/theme of these passages is similar, how does the presentation differ?

	Why do you think the author used this approach in relaying the theme?
Essential Unit Vocabulary	
Script Abridge Audio Video Aural Visual Dialogue Pace Multimedia	
Next step, create assessments and engaging learning experiences	