

Unit Goals – Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Unit Description: Childhood— In this unit, students are involved in a deep study of the challenges and triumphs of growing up” using examples from text. Students will regularly use text-based evidence (nonfiction narratives, arguments, explanatory essays and fiction) to build on their knowledge and will be able to explain their understandings through short writings, discussion, research, and multi-media presentations.

CCSS Anchor Standards:

Key Ideas and Details

- 1 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 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 4 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.
- 5 Analyze the structure of text, 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.

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Transfer Goals: SBAC Claims

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

1. *Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)*
2. *Students can produce effective writing for a range of purposes and audiences. (Claim 2)*
3. *Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)*
4. *Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (Claim 4)*

Making Meaning

UNDERSTANDINGS

Students will understand that...

1. Great literature is intentionally crafted to explore enduring themes transferable across time and place.
2. By comparing texts, readers often gain greater insight into those texts.
3. Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.
4. Genre characteristics influence text purpose and structure.
5. Writing can convey what writers have experienced, imagined, thought, and felt.
6. Character qualities change as a result of conflict.
7. Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.
8. Research is the key to understanding and discovering the unknown.
9. Proper use of conventions brings greater clarity and sophistication to writing.

ESSENTIAL QUESTIONS:

Students will keep considering...

- Unit EQ: What are some of the challenges and triumphs of growing up?
- Unit EQ:
- Whole-Class Learning: How has childhood imagination affected or influenced you or someone you know in a similar way to that of Waterson and Woodson?
- Small-Group Learning: What childhood challenge from either your own experience or observation is addressed or illustrated in a selection you have read?
- Performance-Based Assessment: What is an example of a childhood challenge or a childhood triumph?
- How does reading from different texts about the same topic build our understanding?
- How do texts differ and how should I read them as a result? How do writers convey themes or central ideas in text?
- Why do characters change or evolve?
- What is the author saying? What makes you think so?
- How has group discussion/collaboration enhanced my understanding of a text or a concept?
- How does the writing process shape the writer’s product?
- What are writers trying to achieve through their writing?

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Acquisition	
<p>KNOWLEDGE <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Relevant vocabulary words. 2. Text structures. 3. Parts of an essay. 4. Writer’s style-audience, purpose, and literary techniques. 5. Character qualities, motivations and changes because of conflict. 6. Language of a story or narrative. 7. Author’s purpose. 8. Genre characteristics. 9. Elements of a Nonfiction Narrative 10. Summary structure 11. Function and purpose of the pronoun 	<p>SKILLS <i>Students will be skilled at (Do)...</i></p> <ol style="list-style-type: none"> 1. Providing succinct summaries of text both written and oral. 2. Speaking as an expert about a variety of genres and their characteristics referenced and supported by text examples. 3. Writing a coherent narrative sharing their understanding of a collection of pieces of texts. 4. Citing textual evidence. 5. Making inferences or drawing conclusions based on information from the text (i.e. Socratic Seminar, quick write, Partial Multi Flow Map). 6. Identifying and explaining stated or implied central ideas and relevant supporting details from text (i.e. Tree Map which leads to discussion and/or writing). 7. Interpreting, comparing, describing, analyzing, and evaluating the relationships among character, setting, plot, and theme within fiction and literary nonfiction (i.e. quick writes, journal entries, learning logs, Thinking Maps). 8. Determining the meaning of words and phrases as they are used in a text (i.e. context clues, Bridge Map). 9. Evaluating connections between texts (i.e. Double Bubble Map which leads to discussion and/or writing).

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

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Reading	Writing	Speaking & Listening	Language
<p>Literature</p> <ul style="list-style-type: none"> • <u>RL.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • <u>RL.6.2</u> 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. • <u>RL.6.3</u> Describe how a particular story’s 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. • <u>RL.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • <u>RL.6.5</u> 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. • <u>RL.6.9</u> 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. <p>Informational</p> <ul style="list-style-type: none"> • <u>RI.6.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • <u>RI.6.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • <u>RI.6.3</u> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 	<ul style="list-style-type: none"> • <u>W.6.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structure event sequences. (PROCESS PIECE – Teacher models the process and the strategies. This writing goes through the revision and editing process). <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • <u>W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>Research to Build & Present Knowledge</p> <ul style="list-style-type: none"> • <u>W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 	<p>Comprehension & Collaboration</p> <ul style="list-style-type: none"> • <u>SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • <u>SL.6.4</u> Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • <u>SL.6.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 	<p>Conventions</p> <ul style="list-style-type: none"> • <u>L.6.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). • <u>L.6.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use punctuation (commas) to set off nonrestrictive/parenthetical elements. b. Spell correctly. • <u>L.6.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone. <p>Vocabulary Acquisition & Use</p> <ul style="list-style-type: none"> • <u>L.6.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or

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Reading	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> • <u>RI.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). • <u>RI.6.5</u> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • <u>RI.6.6</u> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. • <u>RI.6.7</u> 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. 			<ul style="list-style-type: none"> clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., b checking inferred meaning in context or in a dictionary). • <u>L.6.5</u> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • <u>L.6.6</u> 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.

CCSS Standards Link:

<http://www.corestandards.org/ELA-Literacy/>

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of...</i> <i>See Student Reading and Writing Portfolio for Writing Rubrics:</i></p> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p>Performance Task – Writing Focus Write a Nonfiction Narrative (pp. 32 -37) Teacher Guided Process Paper</p>	<ul style="list-style-type: none"> W6.3a-e W6.4
<ul style="list-style-type: none"> Engage effectively in a range of collaborative conversations. Present claims and findings. Include multimedia components and visual displays. 	<p>Performance Task – Speaking and Listening Focus Present a Nonfiction Narrative (with Multimedia) (pp. 78-79) Teacher Facilitated Small-Group Presentation</p>	<ul style="list-style-type: none"> SL6.1 SL6.4 SL6.5
<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Produce clear and coherent writing. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>Performance Based Assessment, Part 1 Writing to Sources: Nonfiction Narrative in which you introduce a narrator and a clear sequence of events along with narrative techniques. (pp. 86-87) Independent Task</p>	<ul style="list-style-type: none"> W6.3a-e W6.4 W6.9
<ul style="list-style-type: none"> Present information clearly, concisely, and logically. 	<p>Performance Based Assessment, Part 2 Speaking and Listening: Oral Presentation using the Nonfiction Narrative from Part 1 (p. 88) Independent Task</p>	<ul style="list-style-type: none"> SL6.1 SL6.4
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis, reflections, and research. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p>Interim Unit Assessment: Unit 1 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> RL6.3, 4, 5 RI6.2, 3, 6,9 W6.3b, 3d SL6.4,6 L6.1a, 2a, 3, 4a, 4b, 5c

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> Analyze narrative point of view. Analyze the development of central ideas. Analyze interactions. Compare media with text. Analyze media vocabulary. Analyze figurative language. Identify rhythm and repetition. 	Analyze Craft and Structure (pp. 21, 47, 57, 66, 74)
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	Selection Texts (available in the Digital Tools to print out or to have students take online)
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses
<ul style="list-style-type: none"> 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. 	Constructed Responses Students will 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.
<ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	Concept Vocabulary
<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	Conventions Activities
<ul style="list-style-type: none"> Comes to discussions prepared referring to evidence on the topic and building on others’ ideas Poses and responds to specific questions with elaboration and detail 	Speaking and Listening - Collaborative Discussions Students are demonstrating accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed.