

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: Imagination: In this unit, students will examine various literary and informational texts in order to deepen their understanding of what kinds of adventures can be experienced when you use your imagination. They will also examine the elements of a fictional narrative essay in order to craft an essay and present an oral presentation during the different performance tasks.

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...

Thematic Understanding:

- Your imagination can lead you to different kinds of adventures.

Reading Understanding:

- Genre characteristics influence text purpose and structure.

Writing Understanding:

- Writing can convey what writers have experienced, imagined, thought, and felt.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.

Language Understanding:

- Proper use of conventions brings greater clarity and sophistication to writing.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

Where can imagination lead?

Whole Class Learning: (Performance Task: Writing Focus) (Processed Piece)

One day in the Kingdom of Wisdom ...

Small Group Learning: (Performance Task: Speaking and Listening Focus)

When Alice finally gets through the door ...

Performance-Based Assessment Part 1: (On-Demand)

What might happen if a fictional character were to come into the real world?

Acquisition	
<p>KNOWLEDGE <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Dramatic Structures (page 309) RL 6.6 2. Denotation and Nuance (page 310) L 6.5c 3. Sentence Parts and Types (page 311) L 6.1 4. Dramatic Structures: Stage Directions (page 340) RL 6.5 5. Word Study: suffix: -ity (page 342) L 6.4b 6. Sentence Structure (page 343) L 6.1 7. Elements of a fictional narrative (pages 352-357) W 6.3 8. Word Study (page 368) L 6.5b 9. Characterization (pages 369) RL 6.3 10. Conjunctions and Interjections (page 370) L 6.1 11. Sound devices (page 377) RL 6.4 	<p>SKILLS <i>Students will be skilled at (Do)...</i></p> <ol style="list-style-type: none"> 1. analyzing point of view through dialogue. 2. analyzing words that have the same denotation but different nuances. 3. writing a variety of sentence types. 4. analyzing stage directions. 5. determining the meaning of words that end in with the suffix –ity. 6. identifying and labeling sentence structures. 7. composing a fictional narrative. 8. analyzing relationships in words. 9. analyzing the use of direct and indirect characterization in passages 10. labeling coordinating conjunctions or interjections in sentences. 11. identifying the repeated sounds in passages and its type of sound device.

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>The standards in bold will be assessed in the unit test.</p> <p>Literature</p> <p>Key Ideas and Details:</p> <p><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.</p> <p><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 solution.</p> <p>Craft and Structure:</p> <p><u>RL.6.4</u> Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><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.</p> <p>Integration of Knowledge and Ideas:</p> <p><u>RL.6.7</u> Compare and contrast the experience of reading a story or drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>The standards in bold will be assessed in the unit test.</p> <p>Types and Purposes:</p> <ul style="list-style-type: none"> W.6.3 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>Research to Build and Present Knowledge:</p> <p><u>W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><u>W.6.8</u> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><u>W.6.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>The standards in bold will be assessed in the unit test.</p> <p>Comprehension and Collaboration:</p> <p><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.</p> <p><u>SL.6.1.a</u> 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.</p> <p><u>SL.6.1.b</u> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><u>SL.6.1.c</u> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><u>SL.6.1.d</u> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Presentation of Knowledge and Ideas:</p> <p><u>SL.6.4</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>SL.6.5</u> Include multimedia components (e.g., graphics, images, music, sound) and visual</p>	<p>The standards in bold will be assessed in the unit test.</p> <p>Conventions of Standard English:</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>L.6.1.a</u> Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p><u>L.6.1.b</u> Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p><u>L.6.1.c</u> Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p><u>L.6.1.d</u> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p><u>L.6.1.e</u> Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p><u>L.6.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>L.6.2.a</u> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p><u>L.6.2.b</u> Spell correctly.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A</p>

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Reading	Writing	Speaking & Listening	Language
<p>Range of Reading and Level of Text Complexity:</p> <p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Informational Text</p> <p>Key Ideas and Details:</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a 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.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>Craft and Structure</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Integration of Knowledge and Ideas:</p> <p>RI.6.8 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.</p>		<p>displays in presentations to clarify information.</p>	<p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>L.6.3.B</p> <p>Maintain consistency in style and tone.*</p> <p>Vocabulary Acquisition and Use:</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.4.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.</p> <p>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.a Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.b Use the relationship between particular words (e.g., cause/effect,</p>

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<p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>Range of Reading and Level of Text Complexity:</p> <p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p>part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>

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, relevant descriptive details, and well-structured event sequences. 	<p>Performance Task – Writing Focus Teacher guided: (pp 352-357) Fictional Narrative: Assignment: Think about the characters whose adventures unfold in <i>The Phantom Tollbooth</i>. Then, use your own imagination to write a new short story about one or more of those characters. Use this sentence opener to start your new tale: One day in the Kingdom of wisdom,... Your story should describe an imaginary setting, include interesting characters, and tell events in a clear order.</p>	<ul style="list-style-type: none"> W 6.3 a-e W 6.4 W 6.5 W 6.6 W 6.9
<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 Teacher Facilitated Small-Group Presentation (pp 388-389) Perform a Fictional Narrative. At the end of the excerpt from <i>Alice’s Adventures in Wonderland</i>, Alice can see Wonderland through a tiny door, but cannot figure out how to fit through it. Work with your group to write and preform a fictional narrative in which you tell a story about where Alice goes and what happens when she gets through the door. Use this story starter to begin your narrative: When Alice finally gets through the tiny door...</p>	<ul style="list-style-type: none"> SL6.3 SL6.4 SL6.5
<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Produce clear and coherent writing in which the development, organization, 	<p>Performance Based Assessment, Part 1 (pp 395-397) Writing to Sources: Fictional Narrative Assignment: Choose a character from one of the selections you read in this unit, and write a short story that explores the following question: What might happen if a fictional character were to come into the real world? Use the following story starter to begin your narrative. <i>One day, _____ showed up on my doorstep, and</i></p>	<ul style="list-style-type: none"> W 6.3 W 6.4 W 6.5 W 6.6 W 6.9 W 6.10

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<p>and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, and editing, rewriting, or trying a new approach. • Write routinely over extended time frames. 		
<ul style="list-style-type: none"> • Cite strong textual evidence to support analysis, reflections, and research. • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 	<p>Interim Unit Assessment: Unit 4 Assessment (accessible in the Digital Tools to print out or have students take online)</p>	<ul style="list-style-type: none"> • RL 6.3,4,5,10 • RI 6. 2,6,10 • W 6.3 • L 6.1,3,4,5
<p>Evaluative Criteria</p>	<p>Other Evidence – may also be used formatively</p>	
<ul style="list-style-type: none"> • Dramatic Structure: Dialogue • Dramatic Structure: Stage Directions • Characterization • Sound Devices 	<p>Analyze Craft and Structure (pp. 309, 340, 369, 377)</p>	

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<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Selection Texts (available in the Digital Tools to print out or to have students take online)</p>
<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. 	<p>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.</p>
<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. 	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 	<p>Conventions Activities</p>
<ul style="list-style-type: none"> • Come to discussions prepared referring to evidence on the topic and building on others’ ideas • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue of topic. 	<p>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.</p>
<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><u>Speaking and Listening Task 2:</u> Performance-Based Assessment, Part 2</p>