| Course: | **ELA** | Unit: | **1 - Narrative** | Grades: | **6th** |
| Teacher Team: | **Victoria Butz** | | | Date: | **October, 2015** |

Stage 1 – Desired Results

Established Goals	**Enduring Understandings/Transfer**
1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* 2. What content standards will this unit address? • ELA PA Core State Standards Key Ideas and Details CC.1.3.6.A 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. CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.3.6.C Describe how a particular story 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. Craft and Structure CC.1.3.6.D Determine an author's purpose in a text and explain how it is	**Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom) **to the real world.** 3. List the Enduring Understanding(s): *Critical thinkers read actively and skillfully to interpret, analyze, evaluate and synthesize the elements of a story to produce an effective narrative piece.* 4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? *Students will identify the elements of narrative text when reading independently and apply knowledge of these elements when creating narrative writing pieces.*

Essential Questions
What thought-provoking questions will foster inquiry, meaning-making, and transfer? 5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *How do strategic readers interact with text to promote thinking in order to create meaning from a literary piece?* *How can reading literature influence the way we write?*

Acquisition

Students will know...	**Students will be skilled at... (be able to do)**
6. What facts should students know and be able to use to gain further knowledge? *Narrative Stories:* *A narrative story is a literary work of fiction that contains plot, characters, setting, theme, and often*	9. What discrete skill and processes should students be able to demonstrate? *Key Ideas and Details* *E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the*

conveyed in a text.
CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.
CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Integration of Knowledge and Ideas
CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

Vocabulary Acquisition and Use
CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J 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.

Range of Reading
CC.1.3.6.K Read and comprehend

conflict.

A narrative story must provide the reader with structure in order for the story to progress and capture the reader's attention.

Providing conflict in a narrative story keeps the plot moving forward so that the reader can determine the problem and how it affects the characters.

Making predictions in a narrative story involves connecting prior knowledge to details in the text to determine what will happen next.

Making inferences in a narrative story helps the reader make logical assumptions about something not explicitly stated in the text.

Point of view in a narrative story affects the kinds of details that are revealed to the reader through the perspective that the story is told.

Narrative Writing:

Narrative writing is a fictional piece of work that contains plot, characters, setting, theme, and often conflict.

In narrative writing, paragraphs alert the reader of switching time, place, topic, or speaker.

In narrative writing, structure should be established through transitional phrases in order for the reader to clearly understand how the story is progressing.

In narrative writing, conflict between self, other characters, or outside forces drives the story so that the reader can determine the problem.

In narrative writing, establishing point of view helps

text.
E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward the resolution

Craft and Structure
E06.A-C.2.1.1 Determine the author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.
E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development f the theme, setting, or plot.
E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings in a text; analyze the impact of a specific word choice on meaning and tone.

Integration of Knowledge and Ideas
E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Vocabulary Acquisition and Use
E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function

literary fiction on grade level, reading independently and proficiently.

Narrative Writing

CC.1.4.6.M Write narratives to develop real or imagined experiences or events.

CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice.

CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature

CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research,

the reader determine who is telling the story.

Using sensory details in narrative writing allows the reader to visualize and feel what is occurring in the story.

The use of figurative language in narrative writing helps bring the reader into the story.

7. What vocabulary should students know and be able to recall?

Unit 1 Academic Vocabulary:
argue, battle, challenge, compete, conclude, convince, defend, game, issue, lose, negotiate, resist, resolve, survival, win

Unit 2 Academic Vocabulary:
concept, distinguish, examine, guess, judge, knowledge, limit, measure, narrow, observe, purpose, question, refer, source, study

"Stray" Vocabulary:
exhausted, grudgingly, ignore, starvation, timidly, trudged

"The Tail" Vocabulary:
anxious, gnawing, mauled, routine, spasm, vow

"Drive In Movies" Vocabulary:
evident, migrated, prelude, pulsating, vigorously, winced

"Names/Nombres" Vocabulary:
chaotic, inevitably, inscribed, mistook, pursue, transport

8. What basic concepts should students know and be able to recall and apply?
Skills/Strategies

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).
E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances of word meanings.
a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Writing – Text Types and Purpose
E06.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.
E06.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
E06.C.1.3.3 Use a variety of transitional words, phrases and clauses to convey sequence and to signal shifts from one time frame or setting to another.
E06.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
E06.C.1.3.5 Provide a conclusion that follows from the narrated experience or events.

Conventions of Standard English

applying grade-level reading standards for literature and literary nonfiction.

Production and Distribution of Writing
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Technology and Publication
CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Range of Writing
CC.1.4.6.X 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.

Speaking and Listening
CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC.1.5.6.E Adapt speech to a variety of contexts and tasks.

Summarizing:
Students will use this strategy to synthesize information in a text to explain in their own words what the text is about. Students will summarize to be able to recall text quickly and establish important information in the text.

Predicting:
Students will use this strategy to connect their existing knowledge to new information from a text to gain meaning from what they read. Before reading, information about the author or making connections aid in guiding predictions. During reading, information from the author or evidence from the text helps readers make predictions about what will happen next in the story.

Making Inferences:
Students will use this strategy to evaluate information from a text. Because authors do not always provide explicit information, students need to rely on clues to "read between the lines" that combines textual information and background knowledge.

Drawing Conclusions:
Students will use this strategy to connect their existing knowledge to new information from a text to determine what will logically occur next in a story. Essentially, students make inferences and decide what conclusion can be drawn from them.

Visualizing:
Students will use this strategy to make mental images as they read to understand the events in a story. Comprehension of text is positively impacted when students can visualize the setting, characters, and actions occurring in the plot.

Questioning:

E06.D.1.1.1 Ensure that pronouns are the proper case (i.e., subjective, objective, and possessive).
E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves).
E06.D.1.1.3 Recognize and correct the appropriate shifts in pronoun number and person.
E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
E06.D.1.1.7 Correctly uses frequently confused words (e.g., to, too, two; there, their, they're).
E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.
E06.D.1.2.1 Use punctuation (e.g., commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements.
E06.D.1.2.2 Spell correctly
E06.D.1.2.3 Use punctuation to separate items in a series.

Knowledge of Language
E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.
E06.D.2.1.2 Maintain consistency in style and tone.
E06.D.2.1.3 Choose words and phrases to convey ideas precisely.
E06.D.2.1.4 Choose punctuation for effect.
E06.D.2.1.5 Choose words and phrases for effect.

Grammar Skills

Students will identify simple sentences (one independent clause).

Students will identify compound sentences (two or more independent clauses).

Students will identify fragments and run-ons.

CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information. CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.	*Students will use this strategy to ask themselves questions as they read text. Asking relevant questions when reading allows students to integrate information, identify main ideas, and summarize.*	*Students will distinguish between declarative, imperative, interrogative, and exclamatory sentences.*

CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

- Math PA Core State Standards

- PA Content Standards

Students will use this strategy to ask themselves questions as they read text. Asking relevant questions when reading allows students to integrate information, identify main ideas, and summarize.

Elements

Setting:
Students will identify setting as the time and place in a story. Students will be expected to establish setting in a narrative writing piece.

Characters:
Students will identify characters as the people, animals, or other entities in a story. Students will establish characters in a narrative writing piece.

Characterization:
Students will identify characterization as the way an author creates and develops a character in a story by giving details about the characters' actions, thoughts, words, emotions, and relationships. Students will transfer this understanding to establish characterization in a narrative writing piece.

Conflict:
Students will determine conflict in a story as the main problem or struggle between different forces in a story. Students should create conflict between forces when creating a narrative writing piece.

Internal Conflict:
Students will identify internal conflict in a story as a struggle within a character's mind. If applicable, students should create internal conflict in a narrative writing piece.

External Conflict:
Students will identify external conflict in a story as a

Students will distinguish between declarative, imperative, interrogative, and exclamatory sentences.

Students will identify nouns – proper, common, singular, plural, possessive, collective.

Students will identify pronouns.

Students will identify possessive pronouns and antecedents.

Students will correctly use capital letters and end marks.

Students will use commas in lists.

Students will identify commas in dialogue, appositives, and compound sentences.

Students will identify quotation marks used for dialogue.

Students will identify and use apostrophes (possessives and contractions).

Students will use knowledge of structural analysis (including syllabication, prefixes, root words, and suffixes) to decode, understand, and use new specialized vocabulary words.

Students will expand a reading vocabulary by correctly identifying and using synonyms, homophones, homographs, idioms, words with literal and figurative meaning, and words with roots, suffixes, and/or prefixes.

struggle between the character and an outside force. If applicable, students should create external conflict between characters in a narrative writing piece.

Point of View:
Students will determine point of view as the perspective from which a story is told. Students should establish and maintain a point of view when creating a narrative writing piece.

Dialogue:
Students will identify dialogue in a story as a conversation between characters, usually set off by quotation marks. If applicable, students should create dialogue between characters and punctuate correctly in a narrative writing piece.

Plot:
Students will identify plot as a sequential series of events in story that relate to one another (exposition, rising action, climax, falling action, and resolution). Students will be expected to create a narrative writing piece with plot development.

Exposition:
Students will identify exposition in a story as the beginning of the story where characters, setting, and conflict are introduced. Students will be expected to establish an exposition in the beginning of a narrative writing piece.

Rising Action:
Students will identify rising action in a story as the part of a story where the conflict develops and suspense and interest begin to build. Students will be expected to create rising action after the exposition is established in a narrative writing piece.

Climax:

	Students will identify climax in a story as the turning point where the main character comes face to face with the main conflict and a change happens. Students will be expected to establish this turning point in a narrative writing piece.	
	Falling Action: *Students will identify falling action in a story as the point where conflict and climax are taken care of and suspense begins to ease. Students will be expected to create falling action after the climax is established in a narrative writing piece.*	
	Resolution: *Students will identify resolution in a story as the part of the plot where the story comes to an ending and the conflict is resolved. Students will be expected to conclude a narrative writing piece with an appropriate resolution.*	
	Theme: *Students will determine theme in a story as the important lesson, moral, or teaching gained from looking closely at the characters' actions, as well as the events and outcomes of the story. Students will be expected to consider a theme when creating a narrative writing piece.*	
	Sensory Details: *Students will identify sensory details as the way an author uses words or phrases to help the reader see, hear, taste, smell, and feel what is being described. Students will be expected to use sensory details to create depth in a narrative writing piece.*	
	Tone: *Students will determine that the tone of a story is conveyed through the choice of words or viewpoint of the author. Based on word choice and even punctuation, students can identify the attitude that*	

the author is trying to convey through the characters.

Mood:
Students will understand the mood of a story as the emotions that the story causes the reader to have, which affects how the reader feels overall when immersed in the text. This mood can be based on the tone the author is conveying through dialogue or narration.

Foreshadowing:
Students will identify when foreshadowing is occurring in a story when dialogue from a character or narration gives a hint or a clue about what will occur in the future. Foreshadowing often causes suspense to keep readers "on their toes" and wanting to continue reading for more information about what will happen.

Flashback:
Students will determine a flashback in a story as an interruption that authors create to insert past events to provide background or context to what is currently happening in the story. Flashbacks allow readers to gain insight in a character's motivation and provide essential background to aid in the plot development.

Writing

Students will incorporate elements of narrative stories when creating a narrative writing piece.

Students will follow the writing process by prewriting, drafting, editing, revising, and publishing a final narrative writing piece.

Students will maintain focus and organization throughout the entire story when creating a

narrative writing piece.

Students will incorporate rich words, powerful phrases, and sensory details to bring a narrative writing piece to life.

Students will utilize a variety of sentence structures to create a flow through the organization of a narrative writing piece.

Students will incorporate the proper conventions of standard English to ensure proper spelling, punctuation, and grammar is evident in a narrative writing piece.

Stage 2 – Evidence	
[NETS for Students](#)	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Critical Thinking* *Technology Operations*	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *Close-reading workshops/Text-dependent analysis of text - Students will be able to pull evidence from text to support their understanding of narrative text structure, the elements of narrative text, and connections they can make with the text that align to the PA Core Standards of reading literature.* *Writing workshop/Narrative writing piece - Students will transfer and apply their understanding of narrative text structure and the use of text elements to create a narrative writing piece that aligns to the PA Core Standards of writing.*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *Text selection tests, reading skill quizzes, spelling/vocab tests, grammar quizzes, daily edit quizzes, narrative writing piece, Scholastic SCOPE close-reading/critical thinking assignment, Scholastic SCOPE comprehension quizzes, Study Island topic tests*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Critical Thinking* *Technology Operations*	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** DIBELS, SRI, exit tickets, observation, read aloud sticky notes, class participation, Socrative, Kahoot, text annotations, journal checks, reading logs, review games, daily edit practice, Spelling City activities • **What are potential rough spots and student misunderstandings?** Students will not fully comprehend the use of narrative story elements to effectively understand story development nor create a writing piece demonstrating application of knowledge. • **How will students get the feedback they need?** Student/teacher check-ins, reviewing formative assessments, open student/teacher dialogue, teacher annotations on reading responses and writing pieces, peer conferencing, review of rubrics/checklists, review of student goals, student/teacher conferences
	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):* Close-reading workshops, writing workshops, read-alouds, sacred writing time, sacred reading time, Scholastic Scope assigments, interactive notebooks, daily edit lessons, spelling and vocabulary activities, Study Island skill activities,	**List resources required** *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)* Chromebooks, Pearson Common Core Literature (Stray, The Tail, Drive In Movies, and Names/Nombres), Scholastic Scope magazines, novels, Interactive notebooks, Google Classroom, Study Island, Spelling City, Pearson	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb* Exit tickets, observation, read aloud sticky notes, class participation, Socrative, Kahoot, text annotations, journal checks, reading logs, review games, daily edit practice, Spelling City activities, turn and talk, buddy share, written comprehension checks

| | interactive book discussions, review games, annotating during close-reading using photocopy of text | online close-reading tools, daily edit worksheets, writing journals, reading journals | |

Southern Lehigh School District
UbD Curriculum Template

Course: **ELA**	Unit: **2 - Informative**	Grades: **6th**
Teacher Team: **Victoria Butz**		Date: **October, 2015**

Stage 1 – Desired Results	
Established Goals	**Enduring Understandings/Transfer**
1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* *Adaptation and flexibility* *Global Awareness* 2. What content standards will this unit address? • [ELA PA Core State Standards](#) Key Ideas and Details CC.1.2.6.A Determine the 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. CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. Craft and Structure CC.1.2.6.D Determine an author's point of view or purpose in a text and explain	**Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas an [TRANSFERABLE](#) (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom **to the real world.** 3. List the Enduring Understanding(s): *Critical thinkers read actively and skillfully to interpret, analyze, evaluate and synthesize information in order to produce an effective informative piece.* 4. What do you want students to do with this knowledge or skill beyond this course? [What is Transfer?](#) *Students will identify the features of informative text when reading independently and apply knowledge of these features when creating informative writing pieces.*
	Essential Questions
	What thought-provoking questions will foster inquiry, meaning-making, and transfer? 5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *What information is important to know, and how can we determine if it is reliable?* *As writers, how do we organize and deliver information that is accurate and reliable?*
	Acquisition
	Students will know... 6. What facts should students know and be able to use to gain further knowledge? *Informational Text:* *Informative text is non-fiction writing, written with the intention of informing the reader about a specific topic.*	**Students will be skilled at... (be able to do)** 9. What discrete skill and processes should students be able to demonstrate? *Key Ideas and Details* *E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.* *E06.B-K.1.1.2 Determine a central idea of a text and*

how it is conveyed in the text.
CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.
CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Integration of Knowledge and Ideas
CC.1.2.6.G 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.
CC.1.2.6.I Examine how two authors present similar information in different types of text.

Vocabulary Acquisition and Use
CC.1.2.6.J 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.
CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading
CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Informative text provides the reader with accurate information.

Informative text employs a variety of structures to assist the reader in finding information quickly and efficiently.

Informative text provides the reader with new knowledge, explains a process, and/or develops a concept.

Comprehension of informative text relies on new and relevant information combined with background information.

Informative Writing:

Informative writing is a non-fiction piece of text with the intentions of informing the reader about a specific topic.

In informative writing, text is organized and structured to make information clear and easy to find.

In informative writing, a thesis statement is the main idea that controls the content of the entire essay.

In informative writing, topic sentences keep paragraphs focused and accurate.

In informative writing, transitional words and phrases maintain the organization and flow of information.

In informative writing, information is free of bias and opinion, providing only relevant facts.

how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

Craft and Structure
E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.
E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

Integration of Knowledge and Ideas
E06.B-C.3.1.2 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).

Vocabulary Acquisition and Use
E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
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.   Determine the meaning of technical words and phrases used in a text.

Informative Writing CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.6.B Identify and introduce the topic for the intended audience. CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style. CC.1.4.6.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Response to Literature CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research,	7. What vocabulary should students know and be able to recall? *Unit 3 Academic Vocabulary:* *communicate, connection, correspond, dialogue, expression, gesture, language, message, nonverbal, quote, reveal, share, symbolize, verbal, visual* *Unit 4 Academic Vocabulary:* *appearance, conscious, custom, diverse, expectations, ideals, individuality, personality, perspective, reaction, reflect, respond, similar, trend, unique* *"Stage Fright" Vocabulary:* *agonizing, awed, compulsion* *"My Papa" Vocabulary:* *consequently, incessantly, striking* *"Mark Twain's First 'Vacation'" Vocabulary:* *deliberate, distinctly, vigor* *"Water" Vocabulary:* *barriers, imitate, persisted* 8. What basic concepts should students know and be able to recall and apply? *Skills/Strategies* *Summarizing:* *Students will use this strategy to synthesize information in a text to explain in their own words what the text is about. Students will summarize to be able to recall text quickly and establish important information in the text.* *Questioning:* *Students will use this strategy to ask themselves questions as they read text. Asking relevant questions when reading allows students to integrate*	*E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances of word meanings.* *a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.* *b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.* *c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).* *Text Types and Purposes* *E06.C.1.2.1 Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.* *E06.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.* *E06.C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts.* *E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.* *E06.C.1.2.5 Establish and maintain a formal style.* *E06.C.1.2.6 Provide a concluding section that follows from the information or explanation presented.* *Conventions of Standard English* *E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.* *E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* *E06.D.1.1.8 Ensure subject-verb and pronoun-*

applying grade-level reading standards for literature and literary nonfiction.

Production and Distribution of Writing
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Technology and Publication
CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Conducting Research
CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Credibility, Reliability, and Validity of Resources
CC.1.4.6.W 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.

Range of Writing
CC.1.4.6.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter

information, identify main ideas, amd summarize.

Elements

Main Idea:
Students will identify the main idea as the most important idea about the text. Students will be expected to include a main idea in their informative writing piece.

Supporting Details:
Students will identify supporting details as provided information about the main idea. Students will be expected to provide details that support the main idea in their informative writing piece.

Purpose:
Students will determine the purpose as providing the reader with new information. Students will be expected to create an informative writing piece with purpose in mind.

Tone:
Students will identify tone as the author's attitude towards the subject or reader as displayed through the writer's word choice or style. Students will be expected to consider tone when creating an informative writing piece.

Bias:
Students will identify bias as a judgment based on personal point of view. Students should recognize bias in a text and have an awareness of it when creating their informative writing piece.

Text Features:
Students will recognize text features as features to navigate a non-fiction text more easily. Students will be expected to consider general text features

antecedent agreement.
E06.D.1.2.1 Use punctuation (e.g., commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements.
E06.D.1.2.2 Spell correctly
E06.D.1.2.3 Use punctuation to separate items in a series.

Knowledge of Language
E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.
E06.D.2.1.2 Maintain consistency in style and tone.
E06.D.2.1.3 Choose words and phrases to convey ideas precisely.
E06.D.2.1.4 Choose punctuation for effect.
E06.D.2.1.5 Choose words and phrases for effect.

Evidence-Based Analysis of Text
E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.
E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
E06.E.1.1.5 Establish and maintain a formal style.
E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.

Grammar Skills

Students will identify simple sentences (one

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening
CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly
CC.1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC.1.5.6.D 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.
CC.1.5.6.E Adapt speech to a variety of contexts and tasks.
CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

- [Math PA Core State Standards](#)

- [PA Content Standards](#)

when creating an informative writing piece.

Context Clues:
Students will recognize context clues as pieces of information from the text that when combined with prior knowledge allows determination of unknown words.

Thesis:
Students will determine the thesis as a statement the writer intents to support and prove. Students will be expected to provide a thesis to serve as a clear indicator as to which direction their writing will follow.

Fact/Opinion:
Students will distinguish fact and opinion as anything actually existant or true verses a belief or view. Students should be aware that informative writing consists of mostly factual information.

Explicit/Implicit:
Students will identify both explicit and implicit information to make inferences about what was read.

Writing:

Students will incorporate elements of informational text when creating an informative writing piece.

Students will follow the writing process by prewriting, drafting, editing, revising, and publishing a final informative writing piece.

Students will maintain focus and organization throughout the entire informative writing piece.

Students will incorporate content-specific language presented in an objective manner when creating an

independent clause).

Students will identify compound sentences (two or more independent clauses).

Students will identify fragments and run-ons.

Students will identify and use subjects and predicates in sentences (Declarative, Exclamatory, Interrogative, Imperative)

Students will identify and use linking verbs.

Students will identify and use action verbs, including irregular and helping verbs, and identify verb phrases.

Students will identify tenses – past, present, future.

Students will understand and apply subject verb agreement.

Students will correctly use capital letters and end marks.

Students will use commas in lists.

Students will identify commas in dialogue, appositives, and compound sentences.

Students will identify quotation marks used for dialogue.

Students will identify and use apostrophes (possessives and contractions).

Students will use knowledge of structural analysis (including syllabication, prefixes, root words, and suffixes) to decode, understand, and use new specialized vocabulary words.

informative writing piece.

Students will utilize a variety of sentence structures to create a flow through the organization of an informative writing piece.

Students will incorporate the proper conventions of standard English to ensure proper spelling, punctuation, and grammar is evident in an informative writing piece.

Students will expand a reading vocabulary by correctly identifying and using synonyms, homophones, homographs, idioms, words with literal and figurative meaning, and words with roots, suffixes, and/or prefixes.

Stage 2 – Evidence	
[NETS for Students](#)	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Critical Thinking* *Technology Operations* *Research and Information Fluency* *Digital Citizenship*	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *Close-reading workshops/Text-dependent analysis of text - Students will be able to pull evidence from text to support their understanding of informative text structure, the features of informative text, and connections they can make with the text that align to the PA Core Standards of Informational Reading.* *Writing workshop/Informative writing piece - Students will transfer and apply their understanding of informative text structure and the use of text elements to create an informative writing piece that aligns to the PA Core Standards of writing.*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *Text selection tests, reading skill quizzes, spelling/vocab tests, grammar quizzes, daily edit quizzes, informative writing piece, Scholastic SCOPE close-reading/critical thinking assignment, Scholastic SCOPE comprehension quizzes, Study Island topic tests*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Critical Thinking* *Technology Operations* *Research and Information Fluency* *Digital Citizenship*	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** DIBELS, SRI, exit tickets, observation, read aloud sticky notes, class participation, Socrative, Kahoot, text annotations, journal checks, reading logs, review games, daily edit practice, Spelling City activities • **What are potential rough spots and student misunderstandings?** Students will not fully comprehend informational text features to effectively understand the organization of information nor create a writing piece demonstrating application of knowledge. • **How will students get the feedback they need?** Student/teacher check-ins, reviewing formative assessments, open student/teacher dialogue, teacher annotations on reading responses and writing pieces, peer conferencing, review of rubrics/checklists, review of student goals, student/teacher conferences
	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):* Close-reading workshops, writing workshops, read-alouds, sacred writing time, sacred reading time, Scholastic Scope assigments, interactive notebooks, daily edit lessons, spelling and vocabulary activities, Study Island skill activities,	**List resources required** *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)* Chromebooks, Pearson Common Core Literature, Scholastic Scope magazines, novels, Interactive notebooks, Google Classroom, Study Island, Spelling City, Pearson online close-reading tools, daily edit worksheets, writing journals,	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb* Exit tickets, observation, read aloud sticky notes, class participation, Socrative, Kahoot, text annotations, journal checks, reading logs, review games, daily edit practice, Spelling City activities, turn and talk, buddy share, written comprehension checks

	interactive book discussions, review games, annotating during close reading using photocopy of text	reading journals	

Course: **ELA**	Unit: **3 - Argumentative**	Grades: **6th**
Teacher Team: **Victoria Butz**		Date: **October, 2015**

Stage 1 – Desired Results

Established Goals	**Enduring Understandings/Transfer**
1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* *Adaptation and flexibility* *Global Awareness* 2. What content standards will this unit address? • ELA PA Core State Standards Key Ideas and Details: CC.1.2.6.A Determine the 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. CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. Craft and Structure: CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABL (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom) **to the real world.** 3. List the Enduring Understanding(s): *Critical thinkers read actively and skillfully to interpret, analyze, evaluate, and synthesize information in order to produce an effective argumentative piece.* 4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer? *Students will identify the elements of argumentative text when reading independently and apply knowledge of these elements when creating argumentative writing pieces.*
	Essential Questions
	What thought-provoking questions will foster inquiry, meaning-making, and transfer? 5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *How can our life experiences and biases affect our judgment of people and situations?* *How can a writer vary his or her writing to target a specific task, purpose, or audience, and how can that writing be used to affect change?*
	Acquisition
	Students will know... 6. What facts should students know and be able to use to gain further knowledge? *Argumentative Text:* *Argumentative text is non-fiction writing, written with the intention to make a claim about a topic*	**Students will be skilled at... (be able to do)** 9. What discrete skill and processes should students be able to demonstrate? *Key Ideas and Details* *E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the*

CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.
CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Integration of Knowledge and Ideas:
CC.1.2.6.G 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.
CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.
CC.1.2.6.I Examine how two authors present similar information in different types of text.

Vocabulary Acquisition and Use:
CC.1.2.6.J 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.
CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading:
CC.1.2.6.L Read and comprehend literary nonfiction and informational text on

with support from logic and evidence.

Argumentative text provides the reader with accurate evidence to support a given claim.

Argumentative text employs a specific structure to assist the reader in clearly seeing the argument and counterargument to support a claim.

Argumentative text provides the reader with information gained through relevant evidence and background information.

Argumentative Writing:

Argumentative writing is non-fiction writing in which a writer makes a claim about a topic and supports it with logic and evidence.

In argumentative writing, text is organized and structured to make claims and evidence clear and easy to follow.

In argumentative writing, a thesis statement containing the argument is the main idea that controls the content of the entire essay.

In argumentative writing, topic sentences keep paragraphs focused and accurate.

In argumentative writing, transitional words and phrases maintain the organization and flow of the claims being presented.

In argumentative writing, a counterargument is presented to oppose the viewpoint of the main argument to aid in supporting the validity of the original claim.

In argumentative writing, evidence to support the

text.
E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

Craft and Structure
E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.
E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

Integration of Knowledge and Ideas
E06.B-C.3.1.1 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 (e.g., fact/opinion, bias).
E06.B-C.3.1.2 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).

Vocabulary Acquisition and Use
E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
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

grade level, reading independently and proficiently.

Writing:
CC.1.4.6.G Write arguments to support claims.
CC.1.4.6.H Introduce and state an opinion on a topic.
CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.
CC.1.4.6.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.
CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by

claim is mostly factual with room for relevant opinions to support the main argument.

7. What vocabulary should students know and be able to recall?
Academic Vocabulary:
argument, bias, central idea, claim, compare/contrast, counterargument, debate, defensive, evidence, exaggeration, fact/opinion, generalizations, objection, objective, offensive, perspective, point of view, rebuttal, subjective, transitions, validity

Scholastic SCOPE January 2014 - "Should Your School Get Rid of Sports?"
antidote, beloved, dictate, embed, entrench, rally

Scholastic SCOPE December 2014 - "Should Parents Help With Homework?"
dazzling, demanding, extracurricular, groundbreaking

Scholastic SCOPE January 2015 - "Should Stores Be Allowed to Spy on You?"
data gathering, monitor, privacy, spy, stalk, surveillance, track

Scholastic SCOPE February 2015 - "Should Kids Play Football?"
enrollment, lapse, rake, reap, sustain, thrive

Scholastic SCOPE March 2015 - "Your Phone Could Ruin Your Life."

Scholastic SCOPE May 2015 - "Is It Wrong to Photoshop Celebrities?"
Photoshopped, unrealistic, empower, intention, deliberately, contentment

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.   Determine the meaning of technical words and phrases used in a text.
E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances of word meanings.
a.   Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
b.   Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
c.   Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
Text Types and Purposes
E06.C.1.1.1 Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.
E06.C.1.1.2 Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
E06.C.1.1.3 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
E06.C.1.1.4 Establish and maintain a formal style.
E06.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.

Conventions of Standard English
E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
E06.D.1.2.1 Use punctuation (e.g., commas, parenthesis, dashes) to set off

planning, revising, editing, rewriting, or trying a new approach.
CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CC.1.4.6.W 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.
CC.1.4.6.X 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.

Speaking and Listening:
CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.
CC.1.5.6.C Interpret information presented in diverse media and formats

8. What basic concepts should students know and be able to recall and apply?
Skills/Strategies:

Summarizing:
Students will use this strategy to synthesize information in a text to explain in their own words what the text is about. Students will summarize to be able to recall text quickly and establish important information in the text.

Making Inferences:
Students will use this strategy to evaluate information from a text. Because authors do not always provide explicit information, students need to rely on clues to "read between the lines" that combines textual information and background knowledge.

Drawing Conclusions:
Students will use this strategy to connect their existing knowledge to new information from a text to determine what will logically occur next in a story. Essentially, students make inferences and decide what conclusion can be drawn from them.

Questioning:
Students will use this strategy to ask themselves questions as they read text. Asking relevant questions when reading allows students to integrate information, identify main ideas, and summarize.

Elements

Tone:
Students will identify tone as the author's attitude toward the subject or reader as displayed through the writer's word choice or style. Students will be expected to consider tone when creating an argumentative writing piece.

nonrestrictive/parenthetical elements.
E06.D.1.2.2 Spell correctly
E06.D.1.2.3 Use punctuation to separate items in a series.

Knowledge of Language
E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.
E06.D.2.1.2 Maintain consistency in style and tone.
E06.D.2.1.3 Choose words and phrases to convey ideas precisely.
E06.D.2.1.4 Choose punctuation for effect.
E06.D.2.1.5 Choose words and phrases for effect.

Evidence-Based Analysis of Text
E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.
E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
E06.E.1.1.5 Establish and maintain a formal style.
E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.

Grammar Skills

Students will identify and use adjectives.

Students will identify and use adverbs.

(e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC.1.5.6.D 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.
CC.1.5.6.E Adapt speech to a variety of contexts and tasks.
CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

- [Math PA Core State Standards](#)

- [PA Content Standards](#)

Bias:
Students will identify bias as a judgment based on a personal point of view. Students should recognize bias in a text and have awareness of it when creating their argumentative writing piece.

Purpose:
Students will determine the purpose as providing the reader with two sides of an argument with the intent to convince the reader to adopt or seriously consider the claims being presented.

Thesis:
Students will determine the thesis as a statement the writer intents to support and prove. Students will be expected to provide a thesis to serve as a clear indicator as to which direction their writing will follow and to lay the groundwork for their argument.

Fact/Opinion:
Students will distinguish fact and opinion as anything actually existent or true verses a belief or view. Students should be aware of how to effectively use facts and opinions to support claims in an argumentative writing piece.

Point of View:
Students will determine point of view as the perspective from which an argument is being presented. Students should establish a supportable point of view when creating an argumentative writing piece.

Generalization:
Students will identify a generalization as a statement that is broad enough to cover or describe characteristics that are common to a variety of

Students will identify and use prepositions including prepositional phrases.

Students will correctly use capital letters and end marks.

Students will use commas in lists.

Students will identify commas in dialogue, appositives, and compound sentences.

Students will identify quotation marks used for dialogue.

Students will identify and use apostrophes (possessives and contractions).

Students will use knowledge of structural analysis (including syllabication, prefixes, root words, and suffixes) to decode, understand, and use new specialized vocabulary words.

Students will expand a reading vocabulary by correctly identifying and using synonyms, homophones, homographs, idioms, words with literal and figurative meaning, and words with roots, suffixes, and/or prefixes.

		particular objects, events, or experiences.	

particular objects, events, or experiences.

Exaggeration:
Students will recognize an exaggeration as a statement that makes something worse or better than it really is. Students should use exaggerations appropriately to support a claim when creating an argumentative writing piece.

Argument:
Students will identify an argument as the main idea or claim that is backed up with evidence to support. Students should determine an argument with support when creating an argumentative writing piece.

Counterargument:
Students will identify the counterargument as the viewpoint that opposes the main argument. Students will be expected to incorporate counterargument when creating an argumentative writing piece.

Claims:
Students will identify a claim as an arguable and primary point to support an argument. Students will be expected to support their main argument with evidence and opinion-based claims when creating an argumentative writing piece.

Evidence:
Students will identify evidence as relevant information to support a claim and establish authenticity of an argument. Students will be expected to provide evidence as support when creating an argumentative writing piece.

Writing:

Students will incorporate elements of

argumentative text when creating an argumentative writing piece. *Students will follow the writing process by prewriting, drafting, editing, revising, and publishing a final argumentative writing piece.* *Students will maintain focus and organization throughout the entire argumentative writing piece.* *Students will incorporate content-specific language presented in an objective manner when creating an argumentative writing piece.* *Students will utilize a variety of sentence structures to create a flow through the organization of an argumentative writing piece.* *Students will incorporate the proper conventions of standard English to ensure proper spelling, punctuation, and grammar is evident in an argumentative writing piece.*	

Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *Close-reading workshop/Text-dependent analysis of text: Students will be able to pull evidence from text in relation to an argument or counterargument to support their understanding of argumentative text structure, the elements of argumentative text, and connections they make with the text that align to the PA Core Standards.*

Creative and Innovation *Communication and Collaboration* *Critical Thinking* *Technology Operations* *Research and Information Fluency* *Digital Citizenship*	*Writing workshop/Argumentative writing piece: Students will transfer and apply their understanding of argumentative text structure and the use of text elements to create an argumentative writing piece that aligns to the PA Core Standards of Writing.*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *Text selection tests, reading skill quizzes, spelling/vocab tests, grammar quizzes, daily edit quizzes, narrative writing piece, Scholastic SCOPE close-reading/critical thinking assignment, Scholastic SCOPE comprehension quizzes, Study Island topic tests*

Stage 3 – Learning Plan		
NETS for Students	**Learning Activities**	**Progress Monitoring/Formative Assessment**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. *Creative and Innovation* *Communication and Collaboration* *Critical Thinking* *Technology Operations* *Research and Information Fluency* *Digital Citizenship*	Questions to consider while planning: • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students?	• **How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?** DIBELS, SRI, exit tickets, observation, read aloud sticky notes, class participation, Socrative, Kahoot, text annotations, journal checks, reading logs, review games, daily edit practice, Spelling City activities • **What are potential rough spots and student misunderstandings?** Students will not fully comprehend argumentative text structure to effectively understand the organization of an argument nor create a writing piece demonstrating application of knowledge. • **How will students get the feedback they need?** Student/teacher check-ins, reviewing formative assessments, open student/teacher dialogue, teacher annotations on reading responses and writing pieces, peer conferencing, review of rubrics/checklists, review of student goals, student/teacher conferences

	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):*	List resources required *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)*	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb*
	Close-reading workshops, writing workshops, read-alouds, sacred writing time, sacred reading time, Scholastic Scope assigments, interactive notebooks, daily edit lessons, spelling and vocabulary activities, Study Island skill activities, interactive book discussions, review games, Annotating during close reading using photocopy of text	Chromebooks, Pearson Common Core Literature, Scholastic Scope magazines, novels, Interactive notebooks, Google Classroom, Study Island, Spelling City, Pearson online close-reading tools, daily edit worksheets, writing journals, reading journals	Exit tickets, observation, read aloud sticky notes, class participation, Socrative, Kahoot, text annotations, journal checks, reading logs, review games, daily edit practice, Spelling City activities, turn and talk, buddy share, written comprehenision checks

Southern Lehigh School District

UbD Curriculum Template

Course: **ELA**	Unit: **4 - Poetry**	Grades: **6th**
Teacher Team: **Victoria Butz**		Date: **October, 2015**

Stage 1 – Desired Results	
Established Goals	**Enduring Understandings/Transfer**
1. What 21st Century Essentials included in the mission statement will this unit address? *Effective Communication Skills* *Transfer of Learning* 2. What content standards will this unit address? • [ELA PA Core State Standards](#) Craft and Structure: CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. Integration of Knowledge and Ideas: CC.1.2.6.G 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. Vocabulary Acquisition and Use: CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important	**Written as a declarative statement, an enduring understanding is a "big idea" that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and [TRANSFERABLE](#) (**the ability to learn in one context and apply to a new situation, particularly outside of the classroom**) to the real world.** 3. List the Enduring Understanding(s): *Critical thinkers read actively and skillfully to interpret, analyze, evaluate, and synthesize information in order to produce a creative poetic piece.* 4. What do you want students to do with this knowledge or skill beyond this course? [What is Transfer?](#) *Students will identify the elements of poetry when reading independently and apply the knowledge of these elements when creating a poetic writing piece.*

Essential Questions
What thought-provoking questions will foster inquiry, meaning-making, and transfer?   5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: *How can poetry express who we are?* *How can poetic devices impact the way we communicate?* *How is poetry the reflection of the beliefs and experiences of individuals within social and historical contexts?*

Acquisition	
Students will know...	**Students will be skilled at... (be able to do)**
6. What facts should students know and be able to use to gain further knowledge? *Poetry comes in many different forms.* *A narrative poem tells a story in verse. Narrative poems share common elements of narrative text.*	9. What discrete skill and processes should students be able to demonstrate? *Key Ideas and Details* *E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the*

to comprehension or expression.
CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Key Ideas and Details:
CC.1.3.6.A 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.
CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
CC.1.3.6.C Describe how a particular story 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.

Craft and Structure:
CC.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text.
CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.
CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

Integration of Knowledge and Ideas:
CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or

A lyric poem expresses the thoughts and feelings of a single speaker.

A haiku is a Japanese form of poetry about nature, made up of three lines consisting of five syllables in the first line, seven syllables in the second line, and five syllables in the third line.

A limerick is a humorous, rhyming five-line poem with a specific rhythm and pattern of rhyme.

A free verse poem does not have a strict structure, regular rhythm, or pattern of rhyme.

The theme of a poem contributes to the structure and is the message or insight about the life it conveys.

7. What vocabulary should students know and be able to recall?
Academic Vocabulary:
assess, communicate, connection, context, contrasts, correspond, dialogue, evaluate, evidence, essential, establish, expression, gesture, influence, language, message, perspective, purpose, reveal, share, support, symbolize

Domain-Specific Vocabulary:
alliteration, antonym, connotation, denotation, form, free verse, hyperbole, imagery, lineation, lyric poem, metaphor, mood, narrative poem, onomatopoeia, setting, simile, speaker, stanza, synonym, tone

8. What basic concepts should students know and be able to recall and apply?
Skills/Strategies

Making Inferences:

text.
E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward the resolution

Craft and Structure
E06.A-C.2.1.1 Determine the author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.
E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development f the theme, setting, or plot.
E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings in a text; analyze the impact of a specific word choice on meaning and tone.

Integration of Knowledge and Ideas
E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Vocabulary Acquisition and Use
E06.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function

poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

Vocabulary Acquisition and Use:
CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J 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.

Range of Reading:
CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently

Writing
CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or

Students will use this strategy to evaluate information from a text. Because authors do not always provide explicit information, students need to rely on clues to "read between the lines" that combines textual information and background knowledge.

Visualizing:
Students will use this strategy to make mental images as they read to understand the structure of a poem. Comprehension of a poem is positively impacted when students can visualize the images the poem creates.

Elements

Structure:
Students will identify structure as the way that a poem is arranged in order to create rhyme and emphasis. Students will be expected to have structure when creating a poetic writing piece.

Stanza:
Students will identify a stanza as a group of lines in a poem that work together, like a paragraph, to express a central idea. Students will be expected to use stanzas where appropriate when creating a poetic writing piece.

Speaker:
Students will identify the speaker as the voice that narrates a poem who creates a unique point of view. Students should consider the speaker when creating a poetic writing piece.

Rhythm:
Students will identify rhythm of a poem as the beat created by its pattern of stressed and unstressed syllables. Students will be expected to follow a specific rhythm when creating a poetic writing

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).
E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances of word meanings.
a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
E06.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
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. Determine the meaning of technical words and phrases used in a text.
E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances of word meanings.
a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category,

trying a new approach.
CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CC.1.4.6.X 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.

Speaking and Listening
CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly
CC.1.5.6.C Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study
CC.1.5.6.E Adapt speech to a variety of contexts and tasks.
CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

piece.

Rhyme:
Students will identify rhyme of a poem as the repetition of sounds at the ends of words. Students will be expected to consider rhyme, where appropriate, when creating a poetic writing piece.

Repetition:
Students will recognize repetition in a poem as the use of any element of language, a sound, word, phrase, or sentence more than once. Students will be expected to use repetition where appropriate when creating a poetic writing piece.

Connotation/Denotation:
Students will distinguish connotation and denotation as the meaning of words as a set of ideas associated with it in addition to its explicit meaning vs. the dictionary meaning of a word.

Tone:
Students will identify tone as the writer's attitude toward his or her subject. Students should consider tone when creating a poetic writing piece.

Imagery:
Students will identify imagery as the use of sensory language to create vivid word pictures for the reader. Students should consider the use of imagery when creating a poetic writing piece.

Symbolism:
Students will identify symbolism as using something that stands for or represents something else. Students should consider the use of symbolism where necessary when creating a poetic writing piece.

Figurative Language

synonym/antonym) to better understand each of the words.
c.   Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Conventions of Standard English
E06.D.1.1.7 Correctly uses frequently confused words (e.g., to, too, two; there, their, they're).
E06.D.1.2.1 Use punctuation (e.g., commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements.
E06.D.1.2.2 Spell correctly
E06.D.1.2.3 Use punctuation to separate items in a series.

Knowledge of Language
E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.
E06.D.2.1.2 Maintain consistency in style and tone.
E06.D.2.1.3 Choose words and phrases to convey ideas precisely.
E06.D.2.1.4 Choose punctuation for effect.
E06.D.2.1.5 Choose words and phrases for effect.

Grammar Skills:

Students will identify and use prepositions and identify prepositional phrases.

Students will identify and use coordinating conjunctions (focus on and, but, or).

Students will identify and use interjections.

Students will correctly use capital letters and end marks.

Students will use commas in lists.

- [Math PA_Core State Standards](#)

- [PA Content Standards](#)

Alliteration:
Students will identify alliteration as the repetition of similar consonant sounds at the beginnings of words. Students will use this type of figurative language where appropriate in a poetic writing piece.

Onomatopoeia:
Students will identify onomatopoeia as the use of words to imitate sounds. Students will use this type of figurative language where appropriate in a poetic writing piece.

Simile:
Students will identify a simile as a phrase that compares two unlike things using the words like or as. Students will use this type of figurative language where appropriate in a poetic writing piece.

Metaphor:
Students will identify a metaphor as a phrase that compares two unlike things without using the words like or as. Students will use this type of figurative language where appropriate in a poetic writing piece.

Personification:
Students will identify personification as giving human qualities to something that is not human. Students will use this type of figurative language where appropriate in a poetic writing piece.

Hyperbole:
Students will identify a hyperbole as an extreme exaggeration. Students will use this type of figurative language where appropriate in a poetic writing piece.

Students will identify commas in dialogue, appositives, and compound sentences.

Students will identify quotation marks used for dialogue.

Students will identify and use apostrophes (possessives and contractions).

Students will use knowledge of structural analysis (including syllabication, prefixes, root words, and suffixes) to decode, understand, and use new specialized vocabulary words.

Students will expand a reading vocabulary by correctly identifying and using synonyms, homophones, homographs, idioms, words with literal and figurative meaning, and words with roots, suffixes, and/or prefixes.

Idioms:

Students will identify an idiom as a phrase that conveys a meaning other than what it is literally implying. Students should use this type of figurative language where appropriate in a poetic writing piece.

Writing:

Students will incorporate the elements of poetry when creating a poetic writing piece.

Students will follow the writing process by prewriting, drafting, editing, revising, and publishing a final poetic piece.

Students will maintain focus and organization appropriate to the poetic piece being created.

Students will incorporate rich words, powerful phrases, sensory details, and figurative language when creating a poetic writing piece.

Students will incorporate the proper conventions of standard English to ensure proper spelling, punctuation, and grammar is evident in a poetic writing piece.

Stage 2 – Evidence	
NETS for Students	**PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.	*Examples include but are not limited to:* *Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)* List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): *Close-reading workshops/Text-dependent analysis of text - Students will be able to analyze text to support their*

Creative and Innovation *Communication and Collaboration* *Critical Thinking* *Technology Operations*	*understanding of poetic text structure, the elements of poetic text, and connections they can make with the text that align to the PA Core Standards.* *Writing workshop/Poetic writing piece - Students will transfer and apply their understanding of poetic text structure and the use of figurative language to create a poetic writing piece that aligns to the PA Core Standards.*
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	Examples include but are not limited to final projects, research papers, quizzes and tests. List the assessments: *Text selection tests, reading skill quizzes, spelling/vocab tests, grammar quizzes, daily edit quizzes, narrative writing piece, Scholastic SCOPE close-reading/critical thinking assignment, Scholastic SCOPE comprehension quizzes, Study Island topic tests*

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	List planned activities *(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):*	List resources required *(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)*	**FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.** *Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb*
	Close-reading workshops, writing workshops, read-alouds, sacred writing time, sacred reading time, Scholastic Scope assigments, interactive notebooks, daily edit lessons, spelling and vocabulary activities, Study Island skill activities, interactive book discussions, review games, annotating during close reading using photocopy of text	Chromebooks, Pearson Common Core Literature, Scholastic Scope magazines, novels, Interactive notebooks, Google Classroom, Study Island, Spelling City, Pearson online close-reading tools, daily edit worksheets, writing journals, reading journals	Exit tickets, observation, read aloud sticky notes, class participation, Socrative, Kahoot, text annotations, journal checks, reading logs, review games, daily edit practice, Spelling City activities, turn and talk, buddy share, written comprehension checks