EAST PENN SCHOOL DISTRICT

6TH GRADE ENGLISH LANGUAGE ARTS

Approved 10/19
Effective 8/20

Unit 1: Creative Short Story Writing

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Line of Inquiry

How does conflict affect the movement of plot and changes in character in narrative writing?

Standards

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.P
Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases,</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to write a narrative short story that follows the plot diagram and incorporates a conflict that causes a character to change.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Narrative writers understand that stories have a clear plot line that they follow.
U2: Narrative writers create characters that undergo changes throughout their stories.
U3: Narrative writers determine conflicts that characters face in their stories.</td><td>ESSENTIAL QUESTIONS
EQ1: Why do we analyze character change?
EQ2: How do human traits influence their response to conflict?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The elements of a plot diagram
K2: How to identify a conflict in a narrative piece of writing
K3: That characters change throughout the course of a story</td><td>Skills
S1: I can write a short story that follows and incorporates the 5 parts of the plot.
S2: I can write a short story that has a clear conflict that the main character is faced with.</td></tr>
</table>

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.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.		S3: I can write a short story in which a main character changes through conflict over the course of the story. S4: I can write with proper capitalization and end punctuation.

Unit 2: Tools for Writers (Research, Digital Citizenship, Personal Glossary)

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Line of Inquiry

It is critical for people to be able to distinguish between relevant and non-relevant information to learn. How can we evaluate information to efficiently learn about a specific topic?

Standards

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.

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

CC.1.4.6.A

Transfer

Students will be able to independently use their learning to conduct research while evaluating information to learn about a topic.

Meaning

UNDERSTANDINGS
U1: Consumers of information understand that there is essential and nonessential information about a given topic.
U2: Consumers of information understand how to conduct research using a variety of sources.
U3: Consumers of information can evaluate their research to distinguish between relevant and non-relevant facts.

ESSENTIAL QUESTIONS
EQ1: How can consumers of information locate reliable sources using the internet?
EQ2: How can consumers of information evaluate and prioritize the information they find?

Acquisition

Students will know...
K1: How to search for information on the internet
K2: How to read an informational text at my grade level
K3: How to evaluate online sources for reliability

Skills
S1: I can find a reliable source when conducting research online.
S2: I can distinguish the importance of facts provided in an online source.
S3: I can paraphrase facts from my research.
S4: I can correctly use capital letters and end punctuation in my writing.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.		

Unit 3: Argumentative Writing (Literary Analysis)

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="8">ESTABLISHED GOALS

Line of Inquiry

We, as people, are surrounded by more texts now than at any other time in human history. How do we empower students to be thoughtful about those texts and write skillfully and analytically about their thoughts?

Standards

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</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to read critically to develop independent thinking and convey that thinking argumentatively.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Argumentative writers start writing with a clear structure in which to fit their content.
U2: Argumentative writers read and gather information on which to base their arguments
U3: Argumentative writers craft claims that they feel are worth thinking and writing about.
U4: Argumentative writers search for the most compelling evidence to support their claims.
U5: Argumentative writers use their claims and evidence to explain their thinking.</td><td>ESSENTIAL QUESTIONS
EQ1: Why is it important to analyze texts?
EQ2: How does a writer influence the reader’s impression of the claim?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: The multiple structures that writers use for literary essays</td><td>Skills</td></tr>
</table>

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.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. *Literary Analysis* 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.X	K2: The elements of an effective claim K3: How to analyze and evaluate text to locate the most compelling evidence	S1: I can provide a universal lead and clearly stated a claim and provided a summary of reasons. S2: I can support the claim with 3 clear reasons in 3 well-organized body paragraphs. S3: I can support my claim and reasons with at least 2 pieces of relevant evidence per reason. S4: I can use appropriate transitions and well chosen words and phrases to clarify the relationships among claims, reasons, and evidence. S5: I can restate the important points and offered a final insight or implication for readers to consider while strengthening the overall argument. S6: I can demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.		

Unit 4: Informational Writing/Research

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="3">ESTABLISHED GOALS

Line of Inquiry

Each day we are bombarded with information. How do we critically consume content, synthesize information, and form our own logical thoughts?

Standards

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.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to explore informational texts and synthesize knowledge gained to explain complex and important topics to others in their communities in a logical and well-structured format.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Information writers research, gather, and analyze information from a wide variety of sources to develop a big-picture view of a topic to teach others.
U2: Writers rely on a structure for their work that helps them to write quickly and efficiently.
U3: Writers construct information writing by including quotations, facts, anecdotes, and numbers, connecting them with ideas and transitions.
U4: Informational writers want to teach information and ideas effectively and engagingly to their audiences.</td><td>ESSENTIAL QUESTIONS
EQ1: How do information writers write research-based pieces?
EQ2: How do information writers develop their thinking?
EQ3: How do information writers share their writing with an authentic audience?</td></tr>
</table>

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. 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. CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to	U5: Writers draft and revise information writing to maintain focus on a topic.	
	Acquisition	
	Students will know... K1: The components of an effective introduction K2: How to edit a piece of writing K3: How to revise a piece of writing K4: How to conduct and synthesize research	*Skills* S1: I can *design* an introduction that interests readers. S2: I can develop a claim/thesis that includes subtopics that are covered. S3: I can logically organize and group ideas to support claim/thesis. S4: I can use strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension. S5: I can develop the topic with concrete details, quotations, or other information and examples. S6: I can use appropriate transitions/phrases to clarify and connect ideas/concepts/claim. S7: I can use precise language and domain specific vocabulary to inform about or explain a topic. S8: I can develop a conclusion in which important ideas are restated. S9: I can offer a final insight or implication for the reader to consider. S10: I can speak clearly with proper grammar.

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.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. 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.		

Unit 5: Poetry

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

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.

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.

Transfer

Students will be able to independently use their learning to name and analyze author's craft and structure and to find other modes of written expression to elaborate on their ideas and emotions in multiple formats.

Meaning

UNDERSTANDINGS
U1: Poetry can be used to express emotions or ideas
U2: Poetry doesn't necessarily follow traditional conventions (structure, format, function)
U3: Poetry, in various forms, can be found everywhere.

ESSENTIAL QUESTIONS
EQ1: What is the purpose of poetry?
EQ 2: Where is poetry found?

Acquisition

Students will know...
K1: The definition of figurative language and that it is used in poetry
K2: That poetry is made up of lines and stanzas
K3: That words can have different meanings

Skills
S1: I can analyze the impact of a specific word choice on meaning and tone.
S2: I can analyze how a particular stanza fits into the overall structure and contribute to the meaning of a text.
S3: I can use context and knowledge of grade-appropriate vocabulary as clues to the meaning of a word or phrase.
S4: I can interpret figurative language.

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. 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.		S5: I can use figurative language to convey a message. S6: I can use precise language and domain specific vocabulary to express emotions and/or ideas.

Unit 6: Personal Narratives

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<tr><td rowspan="6">ESTABLISHED GOALS

Line of Inquiry

Everyone has a story to tell that can convey a powerful message. How can we use writing to communicate this message to others?

Standards

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</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to draw on their complete repertoire of tools and strategies to compose powerful narratives while incorporating the qualities of good writing.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Writers read other authors’ texts to admire, study, and emulate the quality of writing.
U2: Writers have a toolkit of strategies for finding and launching idea for their stories.
U3: Writers set goals to consider their progress, assess their growth, and set new goals.
U4: Writers of narratives are continuously revising to develop the deeper meanings throughout their stories.</td><td>ESSENTIAL QUESTIONS
EQ1: How do narrative writers effectively communicate a meaningful message to their readers?
EQ2: How do narrative writers use writing strategies to fully develop their stories?
EQ3: How can narrative writers share their writing with an authentic audience?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Multiple strategies for writing an effective lead
K2: The parts of a narrative plot diagram</td><td>Skills
S1: I can write a lead that establishes a point of view, introduces the narrator/characters, sets up the problem, and identifies setting.</td></tr>
</table>

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. 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. 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	K3: How to format dialogue in writing K4: How to recognize and incorporate different types of figurative language K5: Multiple strategies for writing an effective conclusion K6: How to use proper grammar in writing	S2: I can develop realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story. S3: I can use paragraphs and transitional phrases to show shifts in time or setting, create mood, and create a clear/logical sequence of events. S4: I can use precise words and phrases, including figurative language, relevant descriptive details, and sensory language to help the reader picture the settings and actions. S5: I can write an ending that connected to what the story is really about. I gave the reader a sense of closure by showing a new realization or insight, or a change in the character/narrator. S6: I can demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

a day or two) for a range of discipline-specific tasks, purposes and audiences.		