

Curriculum Development Overview
Unit Planning for 6th Grade Reading, Writing, and Communicating

Unit Title	You Be the Judge		Length of Unit	6-8 weeks
Focusing Lens(es)	Judgment	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.6-S.1-GLE.1 RWC10-GR.6-S.2-GLE.2 RWC10-GR.6-S.3-GLE.1 RWC10-GR.6-S.3-GLE.2 RWC10-GR.6-S.3-GLE.3	RWC10-GR.6-S.4-GLE 1 RWC10-GR.6-S.4-GLE 2 RWC10-GR.6-S.4-GLE 3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> What does it mean for something to be relevant? (RWC10-GR.6-S.3-GLE.2-IQ.1) How do people arrive at decisions/make judgments (RWC10-GR.6-S.3-GLE.2-IQ.3-6) 			
Unit Strands	Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content: Identity, choice, perspective, differences, similarities, evidence, judgment, evaluation, argument, discrimination, classification, interpretation , decisions	In reading: Background Knowledge, purpose, inference, critical analysis, compare/contrast, comprehension, distinguish, justify, elaboration, imagery, central idea, summary, claims, opinion, interpret, question	In writing: Text structure, text feature, point of view, style, persuasion, inform, explain, describe, conventions	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Relevant evidence underpins effective claims and informed judgments. (RWC10-GR.6-S.3-GLE.2-EO.a)	What is relevant information?	How do we determine if information is relevant? Why is relevance so important when someone is writing? (RWC10-GR.6-S.3-GLE.2-IQ.1)
Inferences require the effective use of textual evidence and contribute to reader’s understanding(s) of a text. (RWC10-GR.6-S.2-GLE.2-EO.a.i)	What is an inference? What is evidence?	How does using textual evidence help determine the central idea of the text?
Interpretation that continually checks for bias requires thorough analysis and synthesis of resources (RWC10-GR.6-S.1-GLE.1-EO.e)	What are media sources?	How do diverse formats (visually, quantitatively, orally) contribute to the understanding of a topic? (RWC10-GR.6-S.1-GLE.1-EO.f)
Specific organizational writing strategies convey relevant information or opinions. (RWC10-GR.6-S.3-GLE.2-EO.b)	What are the components of an informational/ explanatory text?	How does organization in text create understanding? (RWC10-GR.6-S.3-GLE.2-EO.b,d) How do writer monitor their work to include information that is relevant to the topic? (RWC10-GR.6-S.3-GLE.2-IQ.2)

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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Collaborative methods to expand thinking and understanding (RWC10-GR.6-S.1-GLE.1-N1) • Logical sequencing of ideas and details (RWC10-GR.6-S.1-GLE.1-EO.a) • The importance of claims and findings in informational text (RWC10-GR.6-S.1-GLE.1-EO.a) • Persuasive techniques to influence decisions and perspectives (RWC10-GR.6-S.2-GLE.2-RA.3) • The differences between online and printed text organization (RWC10-GR.6-S.2-GLE.2-RA.4) • The ways in which authors use text features to affect understanding. (RWC10-GR.6-S.2-GLE.2-IQ.1,2) • Text features and media as sources of information (RWC10-GR.6-S.2-GLE.2-N.1) and (RWC10-GR.6-S.1-GLE.1-EO.b) • A variety of diverse media formats (RWC10-GR.6-S.1-GLE.1-EO.c.e. N.3) • Internet data bases that help users identify credible sources (RWC10-GR.6-S.1-GLE.1-RA.2) • Methods to explore and comprehend the central idea of the text (RWC10-GR.6-S.2-GLE.1-EO.a) • Nonfiction writing across content areas (RWC10-GR.6-S.2-GLE.2-N.2.3) • The relationship between craft and structure and the meanings of words and phrases used in a text (RWC10-GR.6-S.2-GLE.2-EO.b.i) and (RWC10-GR.6-S.2-GLE.2-EO.d) • Proper convention use for clarity, sentence fluency and purpose (RWC10-GR.6-S.3-GLE.3-IQ.1,2,3.N.1) • Editing and vocabulary in the writing process (RWC10-GR.6-S.3-GLE.3-RA.2) and (RWC10-GR.6-S.3-GLE.2-EO.e,f,h) • A variety of print and digital sources (RWC10-GR.6-S.4-GLE.1-EO.b) • Text features (RWC10-GR.6-S.2-GLE.2-EO.f) • The attributes of multi-paragraph compositions (clear topic, logical organization, effective use of detail – etc). (RWC10-GR.6-S.3-GLE.2-EO.e) 	<ul style="list-style-type: none"> • Sequence ideas logically, using pertinent descriptions, facts and details. (RWC10-GR.6-S.1-GLE.1-EO.a) • Verbally communicate an idea or finding to a group <ul style="list-style-type: none"> ○ Put ideas in a logical order ○ Use pertinent facts, details, or examples ○ Stay focused on a main idea or central theme • Apply effective speaking and presentation techniques <ul style="list-style-type: none"> ○ Pronounce words clearly and with adequate volume ○ Use appropriate eye contact ○ Use gestures and voice inflection for emphasis ○ Stand and move properly • Deliver a focused presentation that outlines relevant points and stays tied to a central theme or idea • Assess one’s own delivery and that of others, using a rubric or list of criteria that distinguishes effective from ineffective speaking techniques • Present claims and findings (RWC10-GR.6-S.1-GLE.1-EO.a) • Distinguish claims that are supported or not with evidence. (RWC10-GR.6-S.1-GLE.1-EO.f) • Identify a speaker’s main argument or specific claim • Distinguish claims that are supported by reasons and evidence from claims that are not • Interpret and integrate information presented in diverse media formats. (RWC10-GR.6-S.1-GLE.1-EO.c.e) • Adapt speech or writing to a variety of contexts and tasks <ul style="list-style-type: none"> ○ Identify situations in which more formal speech is most appropriate • Identify most appropriate audiences for different modes of communicating – text messaging, Twitter, social media, email, etc. • Use and follow group and class norms for participating in a discussion or one-on-one conversation

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- Use active listening strategies
- Use appropriate gestures, facial expressions, and body language to convey interest, respect, and level of understanding and agreement
- Analyze how information presented in diverse media and formats (visually, graphically, quantitatively, orally) is connected to the topic or main idea under study
- Interpret how such information contributes to the topic or main idea under study
- Use key ideas and details to cite textual evidence to support analysis of what the text says. (RWC10-GR.6-S.2-GLE.2-EO.a)
- Determine the central theme and key points of informational and persuasive texts
 - Cite evidence from the text that supports your analysis
- Draw inferences from informational and persuasive texts and support those inferences with evidence from the text
- Write an inference, using the inference map and template for responding to inference prompts
- Determine central idea of a text (RWC10-GR.6-S.2-GLE.1-EO.a)
- Describe how particular details convey the central idea of an informational or persuasive text
- Provide an objective summary of the text
- Determine an author's point of view or purpose in a text (RWC10-GR.6-S.2-GLE.2-EO.b.iii,IQ.4)
- Determine an author's purpose and point of view in an informational or persuasive text
- Explain how the author's point of view is conveyed
- Read and comprehend literary non-fiction (RWC10-GR.6-S.2-GLE.2-EO.d)
- Generate questions, make/confirm predictions, make inferences, cause/effect and draw conclusions based on text structures. (RWC10-GR.6-S.2-GLE.2-EO.e, RA 1,2)
- Use text structures – captions, subtitles, headers, sections – to generate questions and to make predictions about the text
- Use information from texts and text features to answer questions. (RWC10-GR.6-S.2-GLE.2-EO.f)
- Use information from text features (such as timelines, diagrams, captions) to answer questions

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- Use context as a clue to the meaning of a word or phrase (RWC10-GR.6-S.2-GLE.3-EO.a)
- Use structural clues to construct meaning of words and passages
- Use other context clues to construct meaning of words and passages
 - Identify and use antonym and synonym context clues
 - Identify and use explanation context clues
- Use a word's position or function in a sentence as a clue to the meaning of a word or phrase
- Use academic and domain specific vocabulary (RWC10-GR.6-S.2-GLE.3-EO.c)
- Expand vocabulary knowledge
- Learn 200 selected vocabulary words
- Employ a range of planning strategies (RWC10-GR.6-S.3-GLE.1-EO.b)
- Use a graphic organizer or template to plan and organize writing
- Write informative/explanatory text to explain and convey ideas (RWC10-GR.6-S.3-GLE.2-EO.b)
- Write an informative or explanatory essay
 - Use an informative essay graphic organizer
 - Select a relevant topic and write a clear topic sentence
 - Organize ideas and concepts, combining similar ideas or concepts where appropriate
 - Develop the topic, using relevant details, facts, and other information
 - Use appropriate and varied transitions
 - Use precise language to explain the topic or inform the reader
 - Write a concluding statement or section that follows from and supports the information or explanation
 - Write an informative extended constructed response (ECR) or 400 word text
- Use the District informative writing rubric to assess and improve one's writing
- Write arguments to support claims using clear reasons and relevance. (RWC10-GR.6-S.3-GLE.2-EO.a)
- Write a persuasive essay
 - Use a persuasive essay graphic organizer

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- Write a persuasive short constructed response (SCR) or 100 word text
- Write a persuasive extended constructed response (ECR) or 400 word text
- Use the District persuasive writing rubric to assess and improve one's writing
- Organize information into a coherent essay or report. (RWC10-GR.6-S.3-GLE.2-EO.d)
- Improve clarity of paragraphs and transitions (RWC10-GR.6-S.3-GLE.2-EO.g)
- Critique persuasive elements of a peers writing. (RWC10-GR.6-S.3-GLE.2-EO.i)
- Identify techniques authors use to persuade
- Identify persuasive elements in a peer's writing
- Demonstrate the use of appropriate conventions(RWC10-GR.6-S.3-GLE.3-EO.a)
- Use pronouns correctly in writing, ensuring they are in the proper case (subjective, objective, possessive)
- Recognize and correct inappropriate shifts in pronoun number and person
- Use intensive pronouns (myself, ourselves)
- Identify fragments and run-ons and revise sentences to eliminate them
- Strengthen writing using adverbs and adjectives
- Use technology to produce and publish writing as well a to interact with others (RWC10-GR.6-S.3-GLE.3-EO.f)
- Use the Internet to conduct research to support one's writing
- Use technology, including the Internet, to enhance writing with images, graphs, links, etc.
- Use technology to collaborate with others and to share ideas and one's writing
- Demonstrate sufficient keyboarding skills to type a minimum of 400 words in 20 minutes
- Gather relevant information from multiple print and digital sources (RWC10-GR.6-S.4-GLE.1-EO.b)
- Gather relevant information from multiple print and digital sources
 - Use an Internet search engine to find relevant information
- Assess the credibility and accuracy of sources
 - Distinguish between relevant and irrelevant information

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	<ul style="list-style-type: none"> ○ Distinguish between credible information and information that is not reliable ● Attribute the work of others appropriately <ul style="list-style-type: none"> ○ Use and punctuate quotations properly ○ Paraphrase ideas and conclusions of others ○ Understand and learn how to avoid plagiarism ● Provide basic bibliographic information for sources ● Use information from text and text features to answer questions (RWC10-GR.6-S.2-GLE.2-EO.f) ● Use information from text features (such as timelines, diagrams, captions) to answer questions ● Determine strengths and weaknesses of their thinking & thinking of others using relevant criteria (RWC10-GR.6-S.4-GLE.3-EO.a) ● Assess the relevance of an argument or statement ● By the end of the year, read and comprehend all types of texts at the 6th grade level (RWC10-GR.6-S.2-GLE.1-EO.d)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Relevant details provide organization and structure that allows the reader to make claims and judgments about the text.</i></p>
<p>Academic Vocabulary:</p>	<p>Digital source, credibility, relevant, cite textual evidence, text features, multimedia, analysis, persuasion, pertinent</p>
<p>Technical Vocabulary:</p>	<p>Point of view, claim, judgment, context clues, credible sources, main idea</p>