

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:	In reading:	In writing:	
	Identity, choice, perspective, differences, similarities, evidence, judgment, evaluation, argument, discrimination, classification, interpretation , decisions	Background Knowledge, purpose, inference, critical analysis, compare/contrast, comprehension, distinguish, justify, elaboration, imagery, central idea, summary, claims, opinion, interpret, question	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)

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

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 he 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) • 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) • Interpret and integrate information presented in diverse media formats. (RWC10-GR.6-S.1-GLE.1-EO.c.e) • 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 central idea of a text (RWC10-GR.6-S.2-GLE.1-EO.a) • Determine an author’s point of view or purpose in a text (RWC10-GR.6-S.2-GLE.2-EO.b.iii,IQ.4) • 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 information form texts and text features to answer questions. (RWC10-GR.6-S.2-GLE.2-EO.f) • Use context as a clue to the meaning of a word or phrase (RWC10-GR.6-S.2-GLE.3-EO.a) • Use academic and domain specific vocabulary (RWC10-GR.6-S.2-GLE.3-EO.c) • Employ a range of planning strategies (RWC10-GR.6-S.3-GLE.1-EO.b) • Write informative/explanatory text to explain and convey ideas (RWC10-GR.6-S.3-GLE.2-EO.b) • Write arguments to support claims using clear reasons and relevance. (RWC10-GR.6-S.3-GLE.2-EO.a) • 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) • Demonstrate the use of appropriate conventions(RWC10-GR.6-S.3-GLE.3-EO.a) • Use technology to produce and publish writing as well a to interact with others (RWC10-GR.6-S.3-GLE.3-EO.f) • Gather relevant information from multiple print and digital sources (RWC10-GR.6-S.4-GLE.1-EO.b)

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

	<ul style="list-style-type: none"> • Use information from text and text features to answer questions (RWC10-GR.6-S.2-GLE.2-EO.f) • Determine strengths and weaknesses of their thinking & thinking of others using relevant criteria (RWC10-GR.6-S.4-GLE.3-EO.a) • 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)
--	--

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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Relevant details provide organization and structure that allows the reader to make claims and judgments about the text.</i>
Academic Vocabulary:	Digital source, credibility, relevant, cite textual evidence, text features, multimedia, analysis, persuasion, pertinent
Technical Vocabulary:	Point of view, claim, judgment, context clues, credible sources, main idea