

# Middle School - 6th Grade ELA

## North Boone CUSD 200

UNITS (5/5 SELECTED)

SUGGESTED DURATION

 Unit 1: Finding Courage	<i>30 lessons</i>
 Unit 2: Through an Animal's Eyes	<i>30 lessons</i>
 Unit 3: Surviving the Unthinkable	<i>30 lessons</i>
 Unit 4: Never Give Up (Unit 5 HMH)	<i>30 lessons</i>
 Unit 5: Hidden Truths (Unit 6 HMH)	<i>30 lessons</i>

# Unit 1: Finding Courage

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## STANDARDS

### Illinois Common Core - Grade 6 - English Language Arts

CCSS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

CCSS.ELA-Literacy.W.6.2a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.6.2b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2c

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.6.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.6.2e

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2f

Provide a concluding statement or section that follows from the information or explanation presented.

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CCSS.ELA-Literacy.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-Literacy.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-Literacy.L.6.1b
Use intensive pronouns (e.g., myself, ourselves).
CCSS.ELA-Literacy.L.6.2a
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CCSS.ELA-Literacy.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCSS.ELA-Literacy.RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CCSS.ELA-Literacy.RI.6.7
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.
CCSS.ELA-Literacy.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCSS.ELA-Literacy.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how

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it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.RL.6.2

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.

CCSS.ELA-Literacy.L.6.3a

Vary sentence patterns for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.W.6.6

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.

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.L.6.1e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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## PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.6.1/RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.2: 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.

CCSS.ELA-Literacy.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

CCSS.ELA-Literacy.W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.6.2e: Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.

## ATTACHMENTS

 5-6 ELA Priority Standard RI/RL 1

 5-6 ELA Priority Standard RI/RL 2

 5-6 ELA Priority Standard W 2

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## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	How do you find courage in the face of fear?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Vocabulary:<ul style="list-style-type: none"><li>◦ theme</li><li>◦ plot</li><li>◦ setting</li><li>◦ character</li><li>◦ narrative</li><li>◦ tone</li><li>◦ mood</li><li>◦ parts of speech: adjective, noun, verb, adverb, pronoun</li><li>◦ inference</li><li>◦ thesis statement</li><li>◦ informative essay</li><li>◦ introduction statement</li><li>◦ conclusion statement</li><li>◦ textual evidence</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Analyze how character develops plot.</li><li>• Analyze setting and character.</li><li>• Write a letter.</li><li>• Determine the parts of speech of words, and use the part of speech and context to help figure out a word's meaning.</li><li>• Give a multimodal presentation to accompany research.</li><li>• Use an understanding of structure to read and comprehend lyric poetry.</li><li>• Analyze word choices to identify a poem's speaker.</li><li>• Expand knowledge of literary genres and poetic forms.</li><li>• Analyze word choices to identify the tone and mood of a poem.</li><li>• Write a poem about fears.</li><li>• Cite evidence to support analysis of the text and use text features to navigate informational text.</li><li>• Conduct research about phobias.</li><li>• Discuss information that can help someone overcome a fear.</li><li>• Use text features to make, correct, and confirm predictions.</li><li>• Identify organization and structure of informational text.</li><li>• Gather information from credible sources, then present the information using paraphrasing.</li></ul>

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none"><li>• Cite textual evidence; make inferences.</li><li>• Determine a theme or central idea.</li><li>• Describe story elements and structure.</li><li>• Determine the meaning of words and phrases from their context.</li><li>• Engage effectively in a range of collaborative discussions.</li><li>• Write an informational essay on a topic related to fear and how people respond to it.</li><li>• Use strategies to plan and organize information.</li><li>• Write an introduction that catches the reader's attention, states the topic, and includes a clear controlling idea or thesis statement.</li><li>• Support the main idea with evidence from sources.</li><li>• Connect related ideas effectively.</li><li>• End by summarizing ideas or drawing a conclusion.</li><li>• Revise drafts, incorporating feedback from peers.</li></ul>

## LEARNING PLAN

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### Unit Resources:

- HMH Into Literature - Unit 1

### Summary of Learning Activities:(including lessons from Into Literature)

- Texts:
  - *The Breadwinner*
  - *Life Doesn't Frighten Me*
  - *Fears & Phobias*

## Unit 2: Through an Animal's Eyes

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### STANDARDS

#### Illinois Common Core - Grade 6 - English Language Arts

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-Literacy.L.6.1b

Use intensive pronouns (e.g., myself, ourselves).

CCSS.ELA-Literacy.L.6.1e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCSS.ELA-Literacy.L.6.3a

Vary sentence patterns for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.L.6.3b

Maintain consistency in style and tone.

CCSS.ELA-Literacy.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-Literacy.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and

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contributes to the development of the ideas.
CCSS.ELA-Literacy.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-Literacy.L.6.5a
Interpret figures of speech (e.g., personification) in context.
CCSS.ELA-Literacy.L.6.4c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy.L.6.2b
Spell correctly.
CCSS.ELA-Literacy.L.6.5c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
CCSS.ELA-Literacy.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCSS.ELA-Literacy.RI.6.8
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-Literacy.W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.6.1a

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Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-Literacy.W.6.1b
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.6.1c
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
CCSS.ELA-Literacy.W.6.1d
Establish and maintain a formal style.
CCSS.ELA-Literacy.W.6.1e
Provide a concluding statement or section that follows from the argument presented.
CCSS.ELA-Literacy.W.6.9b
Apply grade 6 Reading standards to literary nonfiction (e.g., "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").
CCSS.ELA-Literacy.W.6.6
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.
CCSS.ELA-Literacy.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.SL.6.1d
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCSS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to

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accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.1c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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### PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.1a: Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.1b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.1c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-Literacy.W.6.1d: Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.1e: Provide a concluding statement or section that follows from the argument presented.

CCSS.ELA-Literacy.SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### ATTACHMENTS

 5-6 ELA Priority Standard RI/RL 2

 5-6 ELA Priority Standard RI/RL 1

 5-6 ELA Priority Standard W 1

 5-6 ELA Priority Standard SP&L 1

# Unit 2: Through an Animal's Eyes

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## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	What can you learn by seeing the world through an animal's eyes?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Vocabulary<ul style="list-style-type: none"><li>◦ point of view</li><li>◦ claim</li><li>◦ evidence</li><li>◦ argument</li><li>◦ fact</li><li>◦ opinion</li><li>◦ voice</li><li>◦ theme</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Analyze third-person point of view.</li><li>• Analyze how authors use details to develop voice.</li><li>• Explain how to determine theme and describe the ways authors convey theme.</li><li>• Explain different points of view in literature.</li><li>• Determine key ideas in a text.</li><li>• Define and explain claims, evidence, arguments, fact, and opinion.</li><li>• Understand how authors support a claim.</li><li>• Write an argument taking a pro or con position.</li><li>• Compare and present by staging a debate in a formal register.</li><li>• Write an argumentative essay about owning exotic pets.</li><li>• Organize information with a purposeful structure.</li><li>• Develop a focused, structured draft.</li><li>• Provide an introduction that clearly states your claim.</li><li>• Support your claim with logical reasons and relevant text evidence.</li><li>• Use persuasive language.</li><li>• Address counterarguments.</li><li>• Conclude by effectively summarizing your claim.</li><li>• Revise drafts, incorporating feedback from peers.</li><li>• Edit drafts to incorporate transition words and phrases.</li></ul>

## Unit 2: Through an Animal's Eyes

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### LEARNING PLAN

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#### **Unit Resources:**

- HMH Into Literature - Unit 2
- *Pax* by Sarah Pennypacker

#### **Summary of Learning Activities:(including lessons from Into Literature)**

- Texts:
  - excerpt from *Pax*
  - *Wild Animals Aren't Pets / Let People Own Exotic Animals*
  - Novel: *Pax* by Sarah Pennypacker

## Unit 3: Surviving the Unthinkable

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### STANDARDS

#### Illinois Common Core - Grade 6 - English Language Arts

CCSS.ELA-Literacy.L.6.1e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCSS.ELA-Literacy.L.6.3a

Vary sentence patterns for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.L.6.6

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.

CCSS.ELA-Literacy.SL.6.1d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy.SL.6.1c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.W.6.8

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.

CCSS.ELA-Literacy.W.6.9a

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CCSS.ELA-Literacy.W.6.2a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.6.2b

## Unit 3: Surviving the Unthinkable

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Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.6.2c
Use appropriate transitions to clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.6.2d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy.L.6.4c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy.SL.6.2
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.
CCSS.ELA-Literacy.RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
CCSS.ELA-Literacy.RI.6.7
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.
CCSS.ELA-Literacy.W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCSS.ELA-Literacy.RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.SL.6.1b

## Unit 3: Surviving the Unthinkable

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Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.L.6.5a
Interpret figures of speech (e.g., personification) in context.
CCSS.ELA-Literacy.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCSS.ELA-Literacy.L.6.2a
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CCSS.ELA-Literacy.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCSS.ELA-Literacy.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-Literacy.W.6.3d
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CCSS.ELA-Literacy.SL.6.4
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.
CCSS.ELA-Literacy.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
CCSS.ELA-Literacy.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.6.10
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.

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CCSS.ELA-Literacy.L.6.1a
Ensure that pronouns are in the proper case (subjective, objective, possessive).
CCSS.ELA-Literacy.L.6.1d
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CCSS.ELA-Literacy.L.6.3b
Maintain consistency in style and tone.
CCSS.ELA-Literacy.L.6.2b
Spell correctly.
CCSS.ELA-Literacy.L.6.1c
Recognize and correct inappropriate shifts in pronoun number and person.
CCSS.ELA-Literacy.L.6.1b
Use intensive pronouns (e.g., myself, ourselves).
CCSS.ELA-Literacy.W.6.3a
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.6.3c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CCSS.ELA-Literacy.W.6.3e
Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.W.6.3b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## Unit 3: Surviving the Unthinkable

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### CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### CCSS.ELA-Literacy.W.6.6

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.

### CCSS.ELA-Literacy.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Unit 3: Surviving the Unthinkable

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### PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.SL.6.1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy.W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

### ATTACHMENTS

 5-6 ELA Priority Standard SP&L 1

 5-6 ELA Priority Standard RI/RL 2

 5-6 ELA Priority Standard W 2

 5-6 ELA Priority Standard RI/RL 1

# Unit 3: Surviving the Unthinkable

Middle School - 6th Grade ELA - Last Updated on June 2, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	What does it take to be a survivor?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Vocabulary<ul style="list-style-type: none"><li>◦ characters</li><li>◦ setting</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Monitor comprehension of text and make adjustments.</li><li>• Analyze the characters and setting of a novel excerpt.</li><li>• Write an informative essay about setting and character.</li><li>• Discuss in a group character traits of a survivor.</li><li>• Analyze characteristics of digital texts.</li><li>• Analyze use of print and graphic features to achieve purposes.</li><li>• Write a summary of events in a video.</li><li>• Generate research questions from a variety of sources.</li><li>• Discuss the effectiveness of the video's elements.</li><li>• Create mental imagery through strong word choice and sensory description.</li><li>• Use context clues to increase understanding of vocabulary.</li><li>• Write a nonfiction narrative about someone who shows what it is to be a survivor.</li><li>• Establish a situation that introduces real people, places, and events, using specific details and strong imagery.</li><li>• Organize an event sequence that unfolds naturally and logically.</li><li>• Include elements such as setting, pacing, conflict, and dialogue.</li><li>• Use precise words and sensory language, and</li></ul>

# Unit 3: Surviving the Unthinkable

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none"><li>• maintain a consistent style and tone.</li><li>• Develop a mood.</li><li>• Provide a conclusion that follows from and reflects on events.</li><li>• Develop a focused, structured draft.</li><li>• Revise and edit drafts, incorporating feedback from peers.</li></ul>

## LEARNING PLAN

### Unit Resources:

- HMH Into Literature - Unit 3

### Summary of Learning Activities:(including lessons from Into Literature)

- Texts
  - excerpt from *A Long Walk to Water*
  - *Salva's Story*
  - *Into the Lifeboat* from *Titanic Survivor*

## Unit 4: Never Give Up (Unit 5 HMH)

Middle School - 6th Grade ELA - Last Updated on June 2, 2022

### STANDARDS

Illinois Common Core - Grade 6 - English Language Arts
CCSS.ELA-Literacy.RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCSS.ELA-Literacy.RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CCSS.ELA-Literacy.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCSS.ELA-Literacy.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.6.1d
Establish and maintain a formal style.
CCSS.ELA-Literacy.W.6.8
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.
CCSS.ELA-Literacy.W.6.9b
Apply grade 6 Reading standards to literary nonfiction (e.g., "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").
CCSS.ELA-Literacy.W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCSS.ELA-Literacy.W.6.10

## Unit 4: Never Give Up (Unit 5 HMH)

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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.

CCSS.ELA-Literacy.SL.6.1b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.L.6.6

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.

CCSS.ELA-Literacy.L.6.3a

Vary sentence patterns for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.L.6.2a

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CCSS.ELA-Literacy.L.6.1e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.SL.6.1a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.6.1d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy.W.6.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes

## Unit 4: Never Give Up (Unit 5 HMM)

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to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.W.6.9a

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CCSS.ELA-Literacy.SL.6.1c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.RL.6.2

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.

CCSS.ELA-Literacy.W.6.2b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2c

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.6.2a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.RI.6.7

## Unit 4: Never Give Up (Unit 5 HMM)

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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.
CCSS.ELA-Literacy.RI.6.9
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CCSS.ELA-Literacy.SL.6.2
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.
CCSS.ELA-Literacy.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-Literacy.L.6.2b
Spell correctly.
CCSS.ELA-Literacy.W.6.2e
Establish and maintain a formal style.
CCSS.ELA-Literacy.W.6.2f
Provide a concluding statement or section that follows from the information or explanation presented.
CCSS.ELA-Literacy.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.W.6.6
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.

## Unit 4: Never Give Up (Unit 5 HMH)

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### PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.6.1/RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.2: 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.

CCSS.ELA-Literacy.W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.6.2e: Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.

CCSS.ELA-Literacy.SL.6.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.6.1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### ATTACHMENTS

 5-6 ELA Priority Standard RI/RL 2

 5-6 ELA Priority Standard W 2

 5-6 ELA Priority Standard RI/RL 1

 5-6 ELA Priority Standard SP&L 1

# Unit 4: Never Give Up (Unit 5 HMH)

Middle School - 6th Grade ELA - Last Updated on June 2, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	What keeps people from giving up?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Vocabulary<ul style="list-style-type: none"><li>◦ informational text</li><li>◦ research</li><li>◦ plot</li><li>◦ setting</li><li>◦ character</li><li>◦ meter</li><li>◦ thesis statement</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Analyze characteristics and features of informational text.</li><li>• Generate questions to guide reading.</li><li>• Generate questions and key words to guide research.</li><li>• Discuss in a small group the importance of going to school.</li><li>• Analyze plot, as well as how setting influences plot and character.</li><li>• Generate and research questions about a historical setting.</li><li>• Write an informational essay on the influence of setting on character in the selection.</li><li>• Discuss comparisons and contrasts between students' lives and the lives of characters.</li><li>• Analyze the effects of meter and structural elements.</li><li>• Make inferences about theme and author's purpose.</li><li>• Write a poem or inspirational speech.</li><li>• Analyze characteristics and determine key ideas in multimodal texts.</li><li>• Write a summary of the selection's content.</li><li>• Discuss the functions of elements of multimodal text.</li><li>• Analyze characteristics and structural elements of texts.</li><li>• Determine key ideas in informational texts.</li></ul>

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none"><li>• Use resources to determine meanings of new words.</li><li>• Write an introduction that has a thesis statement.</li><li>• Use primary and secondary research sources.</li><li>• Cite and use materials ethically.</li><li>• Organize information in a logical way.</li><li>• Connect related ideas effectively.</li><li>• Use appropriate word choice, voice, and tone.</li><li>• Conclude by summarizing or drawing a conclusion.</li><li>• Revise drafts, incorporating feedback from peers.</li><li>• Edit drafts to incorporate transitions.</li></ul>

### LEARNING PLAN

#### Unit Resources:

- HMH Into Literature - Unit 5

#### Summary of Learning Activities:(including lessons from Into Literature)

- Texts
  - from *I am Malala*
  - *The First Day of School*
  - *Speech to the Young*
  - from *Into the Air*

## Unit 5: Hidden Truths (Unit 6 HMM)

Middle School - 6th Grade ELA - Last Updated on June 2, 2022

### STANDARDS

<b>Illinois Common Core - Grade 6 - English Language Arts</b>
CCSS.ELA-Literacy.RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCSS.ELA-Literacy.RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CCSS.ELA-Literacy.L.6.1e
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CCSS.ELA-Literacy.L.6.3a
Vary sentence patterns for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-Literacy.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-Literacy.SL.6.1b
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.6.1d

## Unit 5: Hidden Truths (Unit 6 HMM)

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Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy.L.6.6

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.

CCSS.ELA-Literacy.W.6.9b

Apply grade 6 Reading standards to literary nonfiction (e.g., "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").

CCSS.ELA-Literacy.W.6.10

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.

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCSS.ELA-Literacy.SL.6.2

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.

CCSS.ELA-Literacy.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.6.9a

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and

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topics").
CCSS.ELA-Literacy.W.6.2b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.6.2d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.RL.6.2
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.
CCSS.ELA-Literacy.RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-Literacy.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-Literacy.L.6.5a
Interpret figures of speech (e.g., personification) in context.
CCSS.ELA-Literacy.W.6.3a
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.6.3b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.6.3c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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CCSS.ELA-Literacy.W.6.3d
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CCSS.ELA-Literacy.W.6.3e
Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.W.6.6
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.
CCSS.ELA-Literacy.L.6.2b
Spell correctly.
CCSS.ELA-Literacy.L.6.3b
Maintain consistency in style and tone.
CCSS.ELA-Literacy.SL.6.1c
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCSS.ELA-Literacy.W.6.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Unit 5: Hidden Truths (Unit 6 HMM)

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### PRIORITY STANDARDS

CCSS.ELA-Literacy.RL.6.1/RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.2: 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.

CCSS.ELA-Literacy.SL.6.1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy.W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

### ATTACHMENTS

 5-6 ELA Priority Standard SP&L 1

 5-6 ELA Priority Standard RI/RL 2

 5-6 ELA Priority Standard RI/RL 1

 5-6 ELA Priority Standard W 2

# Unit 5: Hidden Truths (Unit 6 HMM)

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## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	What hidden truths about people and the world are revealed in stories?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Vocabulary:<ul style="list-style-type: none"><li>◦ folktales</li><li>◦ dialogue</li><li>◦ inferences</li><li>◦ key ideas</li><li>◦ plot</li><li>◦ point of view</li><li>◦ narrative</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Analyze the characteristics and structures of informational text.</li><li>• Make inferences about key ideas.</li><li>• Engage in a group discussion about the selection's key ideas.</li><li>• Use context clues to determine the meaning of unknown words.</li><li>• Analyze how playwrights develop characters.</li><li>• Cite evidence to support analysis of plot and point of view.</li><li>• Discuss elements of plot.</li><li>• Rewrite the narrative from a different point of view.</li><li>• Expand knowledge of vocabulary.</li><li>• Cite evidence to support an analysis of the textual elements of folktales.</li><li>• Participate in a small-group discussion about the themes identified in a folktale.</li><li>• Tell a story with an exposition, rising action, a climax, falling action, and a resolution.</li><li>• Sequence plot events to create suspense and lead to a resolution.</li><li>• Include a conflict that can unfold and be resolved in an interesting way.</li><li>• Use vivid language to make the setting and characters come alive.</li><li>• Use a point of view that suits the purpose of the story.</li><li>• Develop the characters through dialogue and</li></ul>

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Students will know (Knowledge):	Students will be able to do (Skills):
	interesting details. <ul style="list-style-type: none"><li>• Clearly express the theme of the story.</li></ul>

### LEARNING PLAN

#### Unit Resources:

- HMH Into Literature - Unit 6

#### Summary of Learning Activities: (including lessons from Into Literature)

- Texts
  - from *Storytelling*
  - *The Prince and the Pauper*
  - *The Mouse Bride*