

Subject ELA-6
Grade 6



Millennial Tech Middle School

Unit Number	Unit of study	Calendar Dates	Major content standard addressed	Outcomes: Students will be able to..... Students will know...
1	<p>Reading through Narrative and Expository Text - Writing Personal Connections, Summaries, and a Narrative</p>		<p>RL 3.1 Identify the forms of fiction and describe the major characteristics of each form. RL 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and resolution of the conflict. RL 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography). RL 3.6 Identify and analyze features of themes conveyed through characters, actions, and images. WS 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. WS 1.2 Create multiple paragraph expository compositions WA 2.1 Write narratives SA 2.1 Deliver narrative presentations RC 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. RC 2.2 Analyze text that uses the compare-and-contrast organizational pattern. RC 2.3 Connect and clarify main ideas by identifying their relationships to</p>	<p>-Identify and analyze differences and similarities in structure and purpose between prose poetry , narrative and expository text. -Use knowledge of text form to recognize the ways in which authors build meaning through story elements -Use knowledge of text form to write a fiction narrative -Plan and implement a narrative presentation</p>
2	<p>Reading and Researching Through Expository/Persuasive Text – Writing Expository and Persuasive Text</p>			<p>-Use knowledge of text forms/structure to predict content, -Clarify understanding by creating notes and summaries -Analyze content within and across various</p>

			<p>other sources and related topics. RC 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. RC 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. RC 2.7 Make reasonable assertions about a text through accurate, supporting citations. RC 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. WS 1.2 Create multiple-paragraph expository compositions WA 2.2 Write expository compositions WA 2.3 Write research report WA 2.5 Write persuasive compositions</p>	<p>persuasive texts -Evaluate author claims, evidence, bias, and purpose --Synthesize and organize information focusing on main idea and details, leading to a summary -Use organizational features of electronic texts -Write persuasive and expository texts -Revise writing according to audience and purpose</p>
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Unit Number	Informal Assessments	STEM Connections Real-world Connections	Instructional Technology Enhancements/Integration	Culminating Assessments (Project-based/test based)
1	<ul style="list-style-type: none"> -Written responses to reading -Writing prompts -Quizzes -Daily anecdotal notes of text-based discussion -Two-Column notes -Quick Writes -Word/Language work -Summaries -Exit Slips/Reflection -Small Group Collaborative Posters 	<ul style="list-style-type: none"> -Reading comprehension with an emphasis on science-fiction texts. -Fictional narrative writing-science-fiction genre -Comparing various science-fiction texts to expository fact-based articles 	<ul style="list-style-type: none"> -Electronic texts (desktop overlays to aid analysis) -Promoethean Planet resource library -ActiVote integration -Moodle Journals/Quizzes 	<ul style="list-style-type: none"> --Processed science-fiction narrative -Benchmark Assessment
2	<ul style="list-style-type: none"> -Written responses to reading -Writing prompts -Quizzes -Daily anecdotal records of text-based discussions -Two-Column notes -Cornell Notes -Quick Writes -Word/Language Work -Exit slips/reflection 	<ul style="list-style-type: none"> -Topics for expository and persuasive writing: -Causes, Effects, and Solutions to Global Warming -Causes, Effects, and Ethics of Genetic Engineering 	<ul style="list-style-type: none"> -Electronic texts (desktop overlays to aid analysis) -Promoethean Planet resource library -ActiVote integration -Selection of media choice for summative persuasive project - United Streaming videos -Persuasive Media -- An Inconvenient Truth -Moodle journals 	<ul style="list-style-type: none"> -Processed researched expository essay -Processed researched persuasive essay -Persuasive oral presentation project with media supplement (iMovie, Powerpoint, Digital Photo Essay, etc) -Benchmark Assessment

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	<p>Reading and Responding to Narrative Text – Writing and Presenting Responses to Literature</p> <p>Response to Literature</p> <p>-Narrative Text/Short Stories</p> <p>-Poetry</p>		<p>RL 3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>RL 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>RL 3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>RL 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p>RL 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p>RL 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>RL 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fiction.</p> <p>RL 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic.</p> <p>WS 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS 1.2 Create multiple-paragraph expository compositions:</p> <p>SA 2.3 Deliver oral responses to literature</p>	<p>-Analyze the interconnectedness of all narrative elements</p> <p>-Analyze how authors use literary devices to convey tone and meaning</p> <p>-Write a response to literature that includes a thesis and textual evidence</p> <p>Evaluate the credibility of characterization focusing on the degree in which the plot is real or contrived</p> <p>-Plan and implement oral responses to literature</p>

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3	<ul style="list-style-type: none"> - Exit slip -Reading Response Log (application of modeled strategies/literature responses in daily independent reading) -ActiVote responses -Graphic organizers (Venn Diagrams, Mind Mirrors, Collaborative posters, Character Maps, etc) -Written responses in literature journals -Daily anecdotal record of text-based discussion -Collaborative task 	<ul style="list-style-type: none"> -Variety of science-fiction literature available for students to self-select for independent reading -Shared reading and read aloud of literature adapted to include STEM themes - Students will compose poetry on STEM topics that they have found particularly interesting. -Students will PodCast oral presentations of one poem from their anthology. 	<ul style="list-style-type: none"> -Promethean Planet – library resources -ActiVote integration - Podcasting (Original Poetry Presentations) -ActivStudio Desktop Overlays to aid textual analysis -Moodle Assessments, Journals 	<ul style="list-style-type: none"> -Response to Literature (Narrative): Students will select a project from a list of differentiated options in which they analyze narrative elements of their self-selected, independent level literature book. -Response to Literature (Poetry) -Students will produce and present an anthology of poems applying poetic devices such as form, figurative language, mood, tone, and imagery,
4	<ul style="list-style-type: none"> -Exit slip -ActiVote responses -Graphic organizers -Daily anecdotal record of text-based discussion -Collaborative tasks 	<ul style="list-style-type: none"> -Documents and media for analysis will incorporate STEM theme with an emphasis on Nutritional Science -STEM College/program applications 	<ul style="list-style-type: none"> -Promethean Planet – library resources -ActiVote integration -ActivStudio Desktop Overlays to aid textual analysis -Moodle Assessments, Journals -Internet research 	<ul style="list-style-type: none"> -Students will create a media-based presentation (PowerPoint, ComicLife, iMovie, FlipChart, Inspiration, Keynote, etc.) reflecting on their learning of Nutritional Science through product label analysis, articles, and inter net research

Functional and Public Documents

RC 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
RC 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).
WS 1.2 Create multiple-paragraph expository compositions.
WS 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

- Identify structural features and purpose of popular media-news and product information
- Follow multiple-step instructions for preparing an application
- Create multi-step directions
- Compare and contrast various applications, summarizing findings

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5	Multi-Genre - Reading Through Narrative and Expository Texts – Writing About and Reflecting on Learning		<p>RL 3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>RL 3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p> <p>RL 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>WS 1.2 Create multiple paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.</p> <p>WS 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p>	<p>-Use knowledge of text structure, organization, and purpose to make predictions and comprehend expository and narrative texts, focusing on folk literature and cultural myths</p> <p>-Identify and analyze themes conveyed through narrative elements</p> <p>-Create an ABC book, reflecting on standards-based learning</p> <p>-Write a compare/contrast essay</p>

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5	<ul style="list-style-type: none"> -Written responses to reading -Daily anecdotal records - Quick Writes -Exit slips/reflections -Oral presentations -Graphic organizers, notes, summaries, etc. 	<ul style="list-style-type: none"> -SDUSD resource database: -The War of the Worlds by Orson Wells -Martians Attack! -Sci-Fi Summer 	<ul style="list-style-type: none"> -Promethean Planet Resource library -ActiVote integration -Moodle assessments, journals 	<ul style="list-style-type: none"> -Reflective ABC book -Mult-Genre Composition