

KPBSD ELA CURRICULUM

6TH GRADE UNIT 1

Desired Results

<p>ESTABLISHED GOALS/STANDARDS</p> <p>W3: Narrative</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL5: Analyze structure of text <p>RL4: Determine Meaning of Words</p> <ul style="list-style-type: none"> • L4: Determine/clarify meaning of unknown words • L5: Figurative Language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write a narrative paragraph. • Use textual evidence to support a conclusion. • Determine meaning of words. • Participate in collaborative discussions. • Use correct grammar and convention skills. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • A strong narrative paragraph includes a main idea/topic sentence, a body that includes textual evidence, and a conclusion that supports the main idea/ topic. • Determining the meaning of words requires the use of dictionaries and online resources. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is the structure of a plot? • What are the two parts of setting? • What is the concept of theme? • How might readers determine meaning of words? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write a narrative paragraph (topic sentence, body, and conclusion). • How to use textual evidence to support a main idea/topic. • How to determine meaning of words. • How to participate in collaborative discussions. • How to use correct grammar skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing narrative paragraphs. • Using a print or online dictionary. 	

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Evidence

Evaluative Criteria	Assessment Evidence		
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Write paragraphs describing personal experiences in groups, and independently. Brainstorm connections with characters from short stories. Work in collaborative groups to determine main idea of a text and present findings to class with supporting evidence. Independently determine the main idea of a text. Use word processing software to produce written work. Produce conclusions to comprehensive textual questions written in complete sentences. Use a print and digital dictionary to find meanings of words from a text. Explain meaning of vocabulary from a text. Summarize the main events from a text. Recognize the two elements of setting from a text (time and location) independently and in groups. Recognize main characters and their characteristics independently and in groups. Recognize the elements of a plot independently and in groups. Take notes from a digital or printed source. 		
6th grade paragraph checklist	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>		
Vocabulary			
Exposition Theme Setting Plot Rising Action	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Climax Falling Action Resolution Conflict Narrative </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Conclusion Topic sentence/Main Idea Citing Evidence Text Dependent Analysis (TDA) </td> </tr> </table>	Climax Falling Action Resolution Conflict Narrative	Conclusion Topic sentence/Main Idea Citing Evidence Text Dependent Analysis (TDA)
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Technology Skills

I can...

- Use the home row and accurately type 30 wpm using proper techniques.
- Use electronic mail and attach documents appropriately.
- Apply my existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Cut, paste, crop, and transfer from a variety of sources (scan, digital camera, clip art, graphics, etc.).
- Use a hyperlink.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.