

# KPBSD ELA CURRICULUM

## 6<sup>TH</sup> GRADE UNIT 2

### Desired Results

<b>ESTABLISHED GOALS/STANDARDS</b>	<b>Transfer</b>	
<p><b>W2: Informational/Explanatory</b></p> <ul style="list-style-type: none"> <li>W4: Clear writing</li> <li>W5: Edit and revise</li> <li>W6: Use technology</li> <li>W7: Conduct research</li> <li>W8: Gather information</li> <li>W9: Draw evidence</li> <li>L6: Use grade-appropriate language</li> </ul> <p><b>RL6: Author's Purpose</b></p> <ul style="list-style-type: none"> <li>RL2: Determine theme</li> <li>RL3: Analyze elements of a story</li> </ul> <p><b>RI1: Cite Textual Evidence</b></p> <ul style="list-style-type: none"> <li>L4: Determine/clarify meaning of unknown words</li> <li>RI6: Determine author's purpose</li> <li>RI7: Integrate information from different media</li> </ul> <p><b>RI4: Determine meaning of words and phrases</b></p> <ul style="list-style-type: none"> <li>SL2: Analyze main ideas</li> <li>L4: Determine/clarify meaning of unknown words</li> <li>L5: Figurative language</li> </ul> <p><b>SL1: Collaborative Discussions</b></p> <p><b>L1: Grammar-Writing/Speaking</b></p> <ul style="list-style-type: none"> <li>L3: Use knowledge of language</li> </ul> <p><b>L2: Capitalization, Spelling, &amp; Punctuation</b></p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Write an informative essay.</li> <li>Use textual evidence to support a conclusion.</li> <li>Determine theme and support it with textual evidence.</li> <li>Determine author's purpose in informative texts.</li> <li>Use correct grammar skills.</li> <li>Use collaborative skills.</li> </ul>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	<p>Students will understand...</p> <ul style="list-style-type: none"> <li>Writing a strong informative paragraph requires textual evidence to support the conclusion.</li> <li>Determining the author's purpose and theme requires the use of multiple strategies.</li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>What is textual evidence?</li> <li>What is author's purpose?</li> <li>What are informative writing and texts?</li> <li>How might readers determine meaning of words?</li> <li>What skills are needed in collaborative discussion?</li> <li>What skills are needed in the writing process (i.e. drafting, revising, and editing)?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>How to write informative paragraphs.</li> <li>How to use textual evidence to support a conclusion.</li> <li>How to determine theme and support it with textual evidence.</li> <li>How to determine author's purpose in informative texts.</li> <li>How to use correct grammar skills.</li> <li>How to use collaborative skills.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>Writing informative paragraphs.</li> <li>Finding textual evidence.</li> <li>Using collaborative skills.</li> </ul>	

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<b>Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
District and Teacher Rubrics	<p><b>PERFORMANCE TASK(S):</b></p> <ul style="list-style-type: none"> <li>Write informational paragraphs supported with textual evidence independently and in groups.</li> <li>Make inferences about a text.</li> <li>Revise and self-edit writing.</li> <li>Compare and contrast details from texts in an informative paragraph.</li> <li>Write informative paragraphs identifying event outcomes from a text.</li> <li>Identify a problem found in a text and present a possible solution in an informative paragraph.</li> <li>Work in collaborative groups to determine theme of a text and present findings with supporting textual evidence.</li> <li>Independently determine theme of a text.</li> <li>Use word processing software to produce written work.</li> <li>Produce conclusions to comprehensive textual questions written in complete sentences.</li> <li>Use a print and digital dictionary to find meanings of words.</li> <li>Determine the actual meaning of a word (denotative) and the emotional meaning of a word (connotative).</li> <li>Summarize main events from a text.</li> <li>Take notes from a digital source.</li> <li>Read and summarize main ideas from an informative text.</li> <li>After reading a text, compare and contrast it with the film or audio version.</li> </ul>	
<a href="#">6th grade paragraph checklist</a>	<p><b>OTHER EVIDENCE:</b></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>	
<b>Vocabulary</b>		
Textual Evidence Summarize Theme Quote	Paraphrase Connotation Denotation Inference	Analysis Fact Compare/Contrast 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 the Internet to find information in an efficient way.
- Explain plagiarism and will behave in an ethical manner.
- Cite sources for information in an acceptable manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.