

**Middletown Public Schools
Unit Planning Organizer**

Subject	Language Arts	Grade	6
Unit Title	Unit #1– The Making of a Good Story	Duration	25 days (20 instructional days and 5 re-teaching/enrichment days)

Big Idea	<ol style="list-style-type: none"> 1. Authors create dynamic characters who “struggle” through a series of suspense-building events that lead up to a well-crafted climax when writing a story. 2. Authors are intentional when choosing words to convey meaning.
Essential Question	<ol style="list-style-type: none"> 1. How does an author make a story worth reading? 2. How does an author’s word choice affect the theme of a story?

Common Core Standards	
Unit Conceptual Objectives	<ol style="list-style-type: none"> 1. Students will understand that the structure of text (i.e.: sentence, chapter, scene, stanza) contribute to the development of the theme and plot. 2. Students will understand that the plot unfolds in a series of episodes and characters change over time. 3. Students will be able to interpret the text in order to summarize who, what, where, when and why. 4. Students will be able to analyze the text for theme and plot.
Unit Skill Objectives	<ol style="list-style-type: none"> 1. Students will be able to identify and define elements of literature. 2. Students will be able to apply elements of literature to describe a story. 3. Students will be able to write and speak with clear pronoun antecedents. 4. Students will be able to identify the difference between first, second, and third person pronouns. 5. Students will be able to ensure proper pronoun/verb agreement.

Overarching Standards

Reading Standards for Informational Text 6-12

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

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.

RI 6.3 Analyze in details how a key individual, event, or idea is introduced, illustrated and elaborated in a text.

Writing Standards 6-12

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.

Speaking and Listening 6-12

SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards 6-12

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.

Priority and Supporting Common Core State Standards

Bold Standards are Priority

Priority Standards

Reading Standards for Informational Text

RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 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.

RI 3. Analyze in details how a key individual, event, or idea is introduced, illustrated and elaborated in a text.

Writing Standards 6-12

W 2. Write informative/explanatory texts to examine a topic and convey idea, concepts, and information through the selection,

organization and analysis of relevant texts.

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

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

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

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

e) Establish and maintain a formal style.

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

W 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.

Speaking and Listening 6-12

SL 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.

SL 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL 1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Language Standards 6-12

L 2. Demonstrate command of its conventions when writing, speaking, reading, or listening.

a) Use punctuation (commas, parentheses, dashes) to set off non/restrictive/parenthetical elements.

b) Spell correctly.

L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing

flexibly from a range of strategies.

L-4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase

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Standard	Skills <i>What Students Need to Be Able to Do</i>	Concepts <i>What Students Need to Know</i>
RI 1	<ul style="list-style-type: none"> ▪ Analyze 	<ul style="list-style-type: none"> ▪ 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.
RI 2	<ul style="list-style-type: none"> ▪ Use ▪ Develop 	<ul style="list-style-type: none"> ▪ Narrative techniques, such as dialogue, pacing and description. ▪ Experiences, events, and/or characters.
W 2	<ul style="list-style-type: none"> ▪ Follow ▪ Set ▪ Define 	<ul style="list-style-type: none"> ▪ Rules for collegial discussions ▪ Specific goals ▪ Individual roles as needed.
W 2a	<ul style="list-style-type: none"> ▪ Recognize and correct 	<ul style="list-style-type: none"> ▪ Inappropriate shifts in pronoun number and person.
	<ul style="list-style-type: none"> ▪ Recognize and correct 	<ul style="list-style-type: none"> ▪ Vague pronouns
	<ul style="list-style-type: none"> ▪ Use 	<ul style="list-style-type: none"> ▪ Common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

Learning Progressions		
Standard	Remediate Learning	Accelerate Learning

RL 5.5/ RL 7.5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
W 5.3 (a)/ W 7.3 (c)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (exposition)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SL 5.1 (b) /SL 8.1 (b)* (* seventh grade standard was the same as sixth)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts , building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 (or higher) topics, texts, and issues , building on others' ideas and expressing their own clearly. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
L 5.1 (c)/L 7.1 (c)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
L 5.4 (b)/L 7.4 (b)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 (or lower) reading and content , choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 (or higher) reading and content , choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).

Suggested Materials	
Texts	Media

<p>Short Stories: <i>Raymond's Run</i> by Toni Cade Bambara, <i>Eleven</i> by Sandra Cisneros, <i>Goodwill</i> by Cynthia Hammond</p> <p>Novel: <i>On My Honor</i> by Marion Dane Bauer</p>	
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Unit Assessments	
Performance Task	Create a plot line for a short story based on the theme: “Your Honor, Your Word, Reflects Who You Are!”
Common Formative Assessment	<p>Common Formative Pre- Assessment: Pre-CFA – Elements of Literature: label plot line and identify elements of literature based on short story, “The Fish Story.”</p> <p>Common Formative Post Assessment: Post-CFA – Elements of Literature: label plot line and identify elements of literature based on short story, “Nobody Knows the Difference.”</p>
Informal Progress Monitoring Checks	Plot Line Lessons, Exit/Entrance Tasks, Small Group Lessons