English Language Arts

Rigorous Curriculum Design
Unit Planning Organizer

Subject:	ELA			Grade:	6TH
Unit Number:	6	Unit Name:	JUSTICE		
Unit Length	Days: 14 – 25 + 5 buffer days		Mins / Day: 40 min. / Day		
Unit Synopsis	After examining various poems to solidify their understanding of poetic devices and narrative elements, students write an original narrative poem to be presented by reading aloud, visual presentation, gallery walk, choral reading, or poetry book display.				

	ELA CCSS
Priority Standards	**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **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. **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **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. **W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Supporting Standards	**RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text. **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. **RL.6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **SL.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) **L.6.4** 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. **W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **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. **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. **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.

Target ELD Standards	**RL .6.1** **Interpretative**
	    6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	
	RL.6.2 **Interpretative**
	    6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	
	L.6.1 **Collaborative**
	    4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	    Interpretive
	    5. Listening actively to spoken English in a range of social and academic context
	    6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	    Productive
	    9. Expressing information and ideas in formal oral presentations on academic topics
	    10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
	    11. Justifying own arguments and evaluating others' arguments in writing
	    12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas
	
	L .6.5 **Interpretive**
	    7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area\
	    8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
	    Productive
	    10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
	    12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas
	
	RL.6.4 **Interpretive**
	    6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	    7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	    8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
	
	W.6.3 **Productive**
	    10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

Unwrapped Priority Standards

"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Bloom's Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
RL .6.1 Cite Support analysis Support analysis	Textual evidence Of what the text says explicitly Inferences drawn from the text	Level 3 Understand	Level 3 Strategic Thinking/ Reasoning

RL .6.2 Determine Determine Provide	theme or central idea of a text how it is conveyed through particular details a summary of the text distinct from personal opinions or judgments.	Level 3 Understand	Level 3 Strategic Thinking/ Reasoning
L.6.1 Demonstrate	command of the conventions of standard English grammar and usage when writing or speaking.	Level 2 Apply	Level 3 Strategic Thinking Reasoning
L .6.5 Demonstrate	understanding of figurative language, word relationships, and nuances in word meanings	Level 3 Understand	Level 3 Strategic Thinking Reasoning
RL.6. 4 Determine Analyze	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.	Level 3 Analyze	Level 3 Strategic Thinking Reasoning
W.6.3 Write Develop Use	Narratives real or imagined experiences or events effective technique, relevant descriptive details, and well-structured event sequences	Level 4 Analyze	Level 2 Skills and Concepts

Learning Progressions of Skills and Concepts

Anchor Standard	RL.6.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Previous Grade	**Current Grade**		**Next Grade**
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text		Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (P) *priority standard
Anchor Standard	RL.6.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Previous Grade	**Current Grade**		**Next Grade**
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	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.		Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (P) *priority standard
Anchor Standard	RL.6.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Previous Grade	**Current Grade**		**Next Grade**

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	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.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (P) * priority standard

Anchor Standard	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
Previous Grade	**Current Grade**	**Next Grade**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (P)

Anchor Standard	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Previous Grade	**Current Grade**	**Next Grade**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (P)

Anchor Standard	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Previous Grade	**Current Grade**	**Next Grade**
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (P)

Essential Questions	*Corresponding Big Ideas*
(RL.6.1) Why do we cite textual evidence? ** How do I back up what I say?* *(RL.6.2) How do I convey the central idea or theme and provide an accurate summary?* *(RL.6.4) What impacts meaning and tone in text?* *(L.6.1) How do I become an effective writer and speaker?* *(L.6.5) What word choices affects our understanding of text?* *(W.6.3) What makes an effective narrative?*	*(RL.6.1) To deeply understand and convey the author's message, it is essential to cite evidence from the text.* *(RL.6.2) Synthesize particular details to determine the central idea or theme and provide an unbiased summary.* *(RL.6.4) Words, phrases, and figurative language impact meaning and tone in text.* *(L.6.1) Conventional grammar is essential in effective writing and speaking.* *(L.6.5) Figurative language, word relationships and nuances affect understanding of text.* *(W.6.3) A well-structured narrative engages the audience with developed characters, a logical sequence of events, and sensory details.*

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	**Content/Domain Specific Vocabulary (Tier 3)**
Performance, articulation, dramatic	Figurative language, (simile, metaphor, personification, imagery, hyperbole, mood, tone, idiom, etc.) connotation, poetic devices (alliteration, onomatopoeia, rhyme, rhythm)

Resources for Vocabulary Development (Strategies, Routines and Activities)
Cornell notes, Frayers Model, Jigsaw, Taboo, Sketch Respond, SWAT vocabulary, Vocabatoon

cornellsystem.pdf frayers model.docx jigsaw.pdf Taboo vocabulary game.doc sketch response.pdf SWAT vocabulary.doc Make a Vocabatoon Flash Card.doc

ACHIEVE 3000 ARTICLES

REMEMBERING MAYA 980.pdf   REMEMBERING MAYA 1080.pdf   REMEMBERING MAYA 1180.pdf   REMEMBERING MAYA AK ST.pdf   REMEMBERING MAYA AK.pdf   SCHOOL OF HIP HOP 980.pdf   SCHOOL OF HIP HOP 1080pdf.pdf

SCHOOL OF HIP HOP 1180.pdf   SCHOOL OF HIP HOP AK ST.pdf   SCHOOL OF HIP HOP AK.pdf   MY WORLD IN WORDS 980.pdf   MY WORLD IN WORDS 1080.pdf   MY WORLD IN WORDS 1180.pdf   MY WORLD IN WORDS AK ST.pdf

MY WORLD IN WORDS AK.pdf   VOICE 980.pdf   VOICE 1080.pdf   VOICE 1180.pdf   VOICE AK ST.pdf   VOICE AK.pdf   DRED SCOTT 980.pdf

DRED SCOTT 1080.pdf   DRED SCOTT AK ST.pdf   DRED SCOTT 1180.pdf   DRED SCOTT AK.pdf   OWL CITY 1080.pdf   OWL CITY 1180.pdf   OWL CITY AK ST.pdf

OWL CITY AK.pdf

Unit Assessments	
Pre-Assessment	**Post-Assessment**
Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.	Please see www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.
Scoring Guides and Answer Keys	

	Assessment Differentiation
Students with Disabilities	**Reference IEP** *Accommodations* DifferentiatedInstructionStrategiesKit.pdf *Modifications* DifferentiatedInstructionStrategiesKit.pdf

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)	
Description: After examining various poems to solidify your understanding of poetic devices and narrative poems, you will write an original narrative poem to be presented by reading aloud, visual presentation, gallery walk, choral reading, or poetry book display.	Days: 2 - 5 Mins/Day:

Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	**Description**	**Suggested Length of Time**
Task 1: Note taking	Students revisit figurative language and poetic devices.	Days: 2-4 Mins/Day: 40
Task 2: Student generated poems	Students explore a variety of poems by reading and writing poems using mentor poems.	Days:5-7 Mins/Day: 40
Task 3: Narrative Poem Graphic Organizer	Students analyze narrative poems to backwards map the poem to a narrative graphic organizer.	Days:3-5 Mins/Day: 40
Task 4: Narrative Poems	Through self-reflection and peer-editing, students write their narrative poems.	Days:3-5 Mins/Day: 40

Interdisciplinary Connections	History, current events, research
Scoring Rubric	IVF Topic Sentence Rubric.docx GRAPHIC ORGANIZER RUBRIC. narrative poem rubric.docx Contest Evaluation Sheet sample.docx

21st Century Skills	
☑Creativity and Innovation	☑Initiative and Self-Direction
☑Critical Thinking and Problem Solving	☑Social and Cross-Cultural Skills
☑Communication and Collaboration	☑Productivity and Accountability
☐Flexibility and Adaptability	☐Leadership and Responsibility
☐Globally and Financially Literate	☐_____
☐Information and Media Literacy	☐_____

Connections between 21st Century Skills, CCCSS, and Unit Overview:

Creativity: Students create an original narrative poem and perform before an audience.

Critical Thinking: Students analyze narrative poetry for story elements.

Communication: Students work in groups to discuss and analyze the elements of poems, edit, original work, and practice oral performance.

Social and Cross-cultural: Students are able to use characters and events from multiple cultures.

Productivity: Students produce an original poem to orally present to an audience.

Initiative and Self-Direction: Students must create and produce an original piece of poetry.

from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework

Authentic Performance Task 1

Task Description	Students revisit figurative language and poetic devices.	Suggested Length	Days: 2-4 Mins/Day: 40

Standards Addressed	**Priority Standard(s)**
	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **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.
	Supporting Standard(s)
	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. **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. **RL.6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.6.4** 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. **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.
	Target ELD Standard(s)
	RL.6.1 Interpretive 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language **RL.6.2 Interpretive** 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Essential Question(s)	(RL.6.1) Why do we cite textual evidence? * How do I back up what I say? (RL.6.2) How do I convey the central idea or theme and provide an accurate summary?

Big Idea(s)	(RL.6.1) To deeply understand and convey the author's message, it is essential to cite evidence from the text. (RL.6.2) Synthesize particular details to determine the central idea or theme and provide an unbiased summary.

Bloom's	DOK	Scoring Rubric
Level 3 Understand	Level 3 Strategic Thinking/ Reasoning	IVF Topic Sentence Rubric.docx

Teaching and Learning Sequence	- Watch video performance of the poem "To This Day" by Shane Koyczan https://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful#t-390803 Start: 6:24 – End: 7:30 - Teacher explains the Engaging Scenario: You will write a narrative poem to use in an oral poetry presentation and perform in front of an audience. - Students take notes while revisiting figurative language and poetic devices.

Resources and Materials	video performance of the poem "To This Day" by Shane Koyczan https://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful#t-390803 **Start: 6:24 – End: 7:30 * Please start the video at 6:24 and end at 7:30 due to explicit language.** http://www.poetryfoundation.org/children/ To This Day.mp4 *** The video clip is already formatted.**

Strategies for Differentiation			
All Students	**SWD**	**Els**	**Enrichment**
Students use Analyzing a Poem (SUTW Tool 9-15e – g) to demonstrate their understanding of the poems that they read. 9-15e.pdf 9-15f.pdf 9-15g.pdf	**Reference IEP** *Accommodations* DifferentiatedInstruc tionStrategiesKit.pdf *Modifications* DifferentiatedInstruc tionStrategiesKit.pdf	Emerging EL STRATEGIES WITH SENTENCE FRA Expanding EL STRATEGIES WITH SENTENCE FRA Bridging EL STRATEGIES WITH SENTENCE FRA	Students play, "Poetry Pass." Teacher gives students at least 3 poems and places them on the student's desk. - Students have approximately 15 minutes to read the poems (the key is to read them more than once). - Students then write an IVF sentence (Identify, Verb, Finish your thought) using TAG (title, author, genre) describing what they thought the poem was about. - TAG--This stands for title, author, genre. Mention the title of the literature you're writing about, give the author's name, and say which genre it is (novel, play, poem, movie, speech, essay, etc.) You can put these in any order--GTA, ATG, AGT, TGA, GAT--but write a sentence that flows nicely. - They select their favorite poem out of the 3 and pass the poem to another classmate. - This activity continue for a few rounds until students have passed along different poetry to classmates. (After each pass, students will write a sentence describing the poem after each pass. Students write an IVF summary paragraph on one of their favorite poems.
Scoring Rubric	SummarizingampNote TakingRubric.pdf		

Authentic Performance Task 2

Task Description	Students explore a variety of poems by reading and writing poems using mentor poems.	Suggested Length	3-4 Days: Mins/Day: 40

<table>
<tr><td rowspan="1">Standards Addressed</td><td colspan="3">Priority Standard(s)</td></tr>
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RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.5   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
W.6.3   Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Supporting Standard(s)

RL.6.6   Explain how an author develops the point of view of the narrator or speaker in a text.
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.
RL.6.10   By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end
of the range.
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and
spelling when writing.
L.6.3   Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.4 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.
W.6.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
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.

Target ELD Standard(s)

RL.6.1   Interpretative
       6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
RL.6.2   Interpretative

6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

L.6.1   **Collaborative**

   4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

   Interpretive

   5. Listening actively to spoken English in a range of social and academic context

   6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

   Productive

   9. Expressing information and ideas in formal oral presentations on academic topics

   10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

   11. Justifying own arguments and evaluating others' arguments in writing

   12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

L.6.5   **Interpretive**

   7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area\

   8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

      Productive

   10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

   12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

RL.6.4 **Interpretive**

   6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

   7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area

   8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

W.6.3   **Productive**

   10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

Essential Question(s)	*(RL.6.1) Why do we cite textual evidence?* ** How do I back up what I say?* *(RL.6.2) How do I convey the central idea or theme and provide an accurate summary?* *(RL.6.4) What impacts meaning and tone in text?* *(L.6.1) How do I become an effective writer and speaker?* *(L.6.5) What word choices affects our understanding of text?* *(W.6.3) What makes an effective narrative?*
Big Idea(s)	*(RL.6.1) To deeply understand and convey the author's message, it is essential to cite evidence from the text.* *(RL.6.2) Synthesize particular details to determine the central idea or theme and provide an unbiased summary.* *(RL.6.4) Words, phrases, and figurative language impact meaning and tone in text.*

	(L.6.1) Conventional grammar is essential in effective writing and speaking. *(L.6.5) Figurative language, word relationships and nuances affect understanding of text.* *(W.6.3) A well-structured narrative engages the audience with developed characters, a logical sequence of events, and sensory details.*		

Bloom's	DOK	Scoring Rubric
Level 3 Understand Level 2 Apply Level 3 Analyze Level 4 Analyze	Level 3 Strategic Thinking/ Reasoning Level 2 Skills and Concepts	GRAPHIC ORGANIZER RUBRIC.

Teaching and Learning Sequence	- Students explore a variety of poems by reading and writing poems using mentor poems. (See Resources)
Resources and Materials	http://www.youtube.com/watch?v=YJCu5tZdD-M http://www.youtube.com/watch?v=tH1CBwnDDeE , Bio-Poem http://famouspoetsandpoems.com/thematic_poems/name_poems.html *Life Doesn't Frighten Me by* Maya Angelou *Salvador Late or Early* by Sandra Cisneros Neighborhood Odes by Gary Soto *Angels Ride Bikes: And Other Fall Poems* by Francisco X. Alarcon If I were in Charge.doc biopoem.pdf My Name.pdf poetry_folder.pdf

Strategies for Differentiation			
All Students	**SWD**	**Els**	**Enrichment**
Online Option **http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-webbing-tool-30038.html** free-form graphic organizer that provides a quick way for students	**Reference IEP** *Accommodations* DifferentiatedInstructionStrategiesKit.pd	**Emerging** EL STRATEGIES WITH SENTENCE F	http://teacher.scholastic.com/writewit/poetry/jack_my_poem.htm Students analyze the poems using Four Square Activity: Poetry Analysis.

to trace out options and rearrange connections in three formats, cluster webs, hierarchy webs and cause and effect. In small groups, students list the titles of the poems that they read and complete "Bracket Activity" to choose the best poem. Bracketolog direction.pdf Bracketology Blank.pdf	*Modifications* DifferentiatedInstruc tionStrategiesKit.pdf	**Expanding** EL STRATEGIES WITH SENTENCE FRA **Bridging** EL STRATEGIES WITH SENTENCE F	Four+Square+Activit y+(Poetry+Analysis)

Scoring Rubric	Poetry Rubric.doc

Authentic Performance Task 3

Task Description	Students analyze narrative poems to backwards map the poem to a narrative graphic organizer.	Suggested Length	Days:5 – 7 Mins/Day: 40

Standards Addressed	**Priority Standard(s)**
	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	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.
	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	Supporting Standard(s)
	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
	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.
	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.6.4 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.
	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	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.
	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.
	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.
	Target ELD Standard(s)
	RL .6.1 **Interpretative**
	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	L.6.1 **Collaborative**
	4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	Interpretive

	5. Listening actively to spoken English in a range of social and academic context
	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	Productive
	9. Expressing information and ideas in formal oral presentations on academic topics
	10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
	11. Justifying own arguments and evaluating others' arguments in writing
	12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas
	L .6.5 **Interpretive**
	7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area\
	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
	Productive
	10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
	12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas
	RL.6.4 Interpretive
	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
	W.6.3 **Productive**
	10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
Essential Question(s)	*(RL.6.1) Why do we cite textual evidence?* ** How do I back up what I say?* *(RL.6.4) What impacts meaning and tone in text?* *(L.6.1) How do I become an effective writer and speaker?* *(L.6.5) What word choices affect our understanding of text?* *(W.6.3) What makes an effective narrative?*
Big **Idea(s)**	*(RL.6.1) To deeply understand and convey the author's message, it is essential to cite evidence from the text.* *(RL.6.4) Words, phrases, and figurative language impact meaning and tone in text.* *(L.6.1) Conventional grammar is essential in effective writing and speaking.* *(L 5) Figurative language, word relationships and nuances affect understanding of text.* *(W.6.3) A well-structured narrative engages the audience with developed characters, a logical sequence of events, and sensory details.*

Bloom's	**DOK**	**Scoring Rubric**

Level 3 Understand Level 2 Apply Level 3 Analyze Level 4 Analyze	Level 3 Strategic Thinking/ Reasoning Level 2 Skills and Concepts	narrative poem rubric.docx

Teaching and Learning Sequence

- Teacher models and teaches the narrative poem form.

  o Option: Use Narrative Poem to teach the elements of narrative poetry.

- Teacher reads/shows narrative poems.

  o Optional poems: "The Giving Tree" by Shel Silversteen, "The Tale of Little Red Riding Hood" Dwayne Leon Rankin

- After each poem, class discusses the narrative elements of the poem.

- Teacher uses "Casey at the Bat" as a mentor text to examine the narrative elements of the poem. (Narrative Poem file)

  o Option: http://youtu.be/X-2lXQQcXb8 or http://youtu.be/YAcI_P7K5yg

- Teacher guides students to close reads the poem several times, if needed, to answer "Quick Questions" and deconstruct the narrative elements of the poem and backwards map the poem into the graphic organizer.

- Either in groups or individually, students close read a narrative poem several times, if needed, to deconstruct the narrative elements of the poem and backwards map the poem into the graphic organizer.

  o Option: The Sneetches, Lorax, Barbara Frietchie (TE), "The Walrus and the Carpenter" by Lewis Carroll (TE)

Resources and Materials	Person Pyramid, Planning a Narrative Poem, Personal Narrative Plan 2, Narrative Poem Rubric

Planning a Narrative.pdf   Planning a Narrative Poem.docx   pnplan2.pdf   Suggested Narrative Poetry Editing Checkli   narrative poem rubric.docx

Planning Narrative Poem 2.docx   Planning a Narrative Poem.docx   Narrative Analysis 1.pdf   Narrative Analysis 2.pdf   Narrative Analysis 3.pdf

found-poem-instructi ons.pdf   The Tale of Little Red Riding Hood by Dway   narrative poems.pdf

"Casey at the Bat": http://youtu.be/X-2lXQQcXb8 or http://youtu.be/YAcI_P7K5yg

http://www.poetryfoundation.org/children/   Language of Literature, Bridges to Literature

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Use Narrative Analysis 1, 2, 3 (SUTW) to analyze poems. **http://davisplus.fadavis.com/product/daviscareplans** **Y**ou can create various thinking maps	**Reference IEP** *Accommodations* DifferentiatedInstruc tionStrategiesKit.pdf *Modifications* DifferentiatedInstruc tionStrategiesKit.pdf	**Emerging** EL STRATEGIES WITH SENTENCE FRA **Expanding** EL STRATEGIES WITH SENTENCE FRA **Bridging** EL STRATEGIES WITH SENTENCE FRA	**Students read an epic poem that narrates historical events.**

Scoring Rubric	GRAPHIC ORGANIZER RUBRIC.

Authentic Performance Task 4

Task Description	Through self-reflection and peer-editing, students write their narrative poems.	Suggested Length	Days: 2-4 Mins/Day: 40

Standards Addressed	**Priority Standard(s)**
	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Supporting Standard(s)
	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
	Target ELD Standard(s)
	L.6.1 **Collaborative** 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) **Interpretive** 5. Listening actively to spoken English in a range of social and academic context 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language **Productive** 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Essential Question(s)	*(L.6.1) How do I become an effective writer and speaker?*

Big Idea(s)	*(L.6.1) Conventional grammar is essential in effective writing and speaking.*

Bloom's	DOK	Scoring Rubric
Level 2 Apply	Level 3 Strategic Thinking Reasoning	Contest Evaluation Sheet sample.docx

Teaching and Learning Sequence	- Students prepare to write their own narrative poem by writing a narrative in response to a prompt.
	
	    o Write a paragraph that tells the story of a time where you got in trouble
	    o Write a paragraph that tells the story of a time when your family had a great time.
	    o Etc
	
	- Using the graphic organizers (see Resource Folder), students begin the writing process of their own narrative poem.
	
	- <u>Option</u>: Narrative poem may consist of 4 to 8 stanzas.
	    - Stanza 1-2: Exposition, character and setting
	    - Stanza 3-4: Problem
	    - Stanza 5-6: Rising Action/Climax
	    - Stanza 7-8: Resolution
	
	- Students engage in self-reflection and peer editing using Suggested Narrative Poetry Editing Checklist
	
	- Teacher evaluates students' narrative poems using Narrative Poem Rubric.

Resources and Materials	2006 - Writing RubricPoetry.doc Character-Poem_Self-and-Peer-Editing-She Narrative Poetry Rubric 2.doc Peer comments and suggestions.pdf Peer Editing Worksheet.pdf POETRYREVISIONCHECKLIST2.doc

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
- **http://teacher.scholastic.com/activities/scrapbook/** **Scrapbook for your character** - **http://www.rrojas.com/5/la/writing/charactertradingcard** **Trading cards for your character**	**Reference IEP** *Accommodations* DifferentiatedInstructionStrategiesKit.pdf	**Emerging** EL STRATEGIES WITH SENTENCE FRA	Research a historical event, historical figure, ancient historical figure, athlete, or entertainer. http://www.biography.com

Have students memorize the poems. **http://www.scholastic.com/teachers/story-starters/** an interactive online graphic organizer for stories **http://www.readwritethink.org/files/resources/interactives/lit-elements/** an interactive online graphic organizer for mapping the literary elements of a story	*Modifications* DifferentiatedInstructionStrategiesKit.pdf	**Expanding** EL STRATEGIES WITH SENTENCE FRA* **Bridging** EL STRATEGIES WITH SENTENCE FRA*	http://ancienthistory.about.com/od/people/p/Ashoka.htm http://ancienthistory.mrdonn.org/index.html

Scoring Rubric	Narrative Poetry Rubric 2.doc

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)
• Students read Evaluation Criteria and Tips for Contestants and discuss what makes a successful performance. • With the class, develop a list of bad habits that take away from the performance, such as inaudible volume, speaking too quickly, monotone voice, fidgeting, overacting, and mispronunciations. • Then develop a list of elements of a successful performance or recitation, such as sufficient volume, an appropriate speed with the proper pauses, voice inflection, evidence of understanding, correct pronunciation, and eye contact with the audience. • Students watch or listen to the poetry performance and use Contest Evaluation Sheet to evaluate the performance. http://www.poetryoutloud.org/poems-and-performance/watch-video http://www.poetryoutloud.org/poems-and-performance/listen-to-poetry • Practice the poems. Allow class time for students to practice their poems. Break the class into pairs of students (rotating each session), and have each student practice with a partner. Partners should offer constructive criticism, using the Contest Evaluation Sheet and Evaluation Criteria and Tips for Contestants. Students and teacher host a poetry performance session (classroom or school). Students present their poetry by reading aloud, visual presentation, gallery walk, choral reading, or poetry book display. • Teacher uses a pyramid structure that begins at the classroom level. Winners advance to a grade-level competition.

Contest Evaluation Sheet sample.docx	Contest Evaluation Sheet skeleton.docx	Evaluation Criteria.notebook	Evaluation Criteria Unit 2.docx

Strategies for Differentiation			
All Students	**SWD**	**ELs**	**Enrichment**
Classroom contests can be held during class periods. A school's final contest should run less than 2 hours; any longer than that can be difficult for the audience. Ideally, 6 to 15 students should compete in each school's final contest. If your school has 6 to 15 classes participating in the program, send 1 winner from each class to the school finals. If fewer than 6 classes are participating, 2 students from each class may advance to the school finals. In structuring your contest(s), keep in mind that each recitation takes approximately 3 to 4 minutes. Judges will require another minute to mark scores, yielding a rough average of 4 to 5 minutes per recitation.	*Reference IEP* *Accommodations* DifferentiatedInstruc tionStrategiesKit.pdf *Modifications* DifferentiatedInstruc tionStrategiesKit.pdf	Emerging EL STRATEGIES WITH SENTENCE FRA Expanding EL STRATEGIES WITH SENTENCE FRA Bridging EL STRATEGIES WITH SENTENCE FRA	Poetry Parade—Students parade to another classroom and recite their poetry. Students carry large cutouts or pictures to provide a visual for the viewers, with the poem attached to the back. Poetry Day—On a given day of each week, students can read a poem of their choice to their class or school in the daily PA broadcast Poetry Café—Transform your classroom into a café and have students orally read poetry to their classmates, family members, and/ or members of the school community. Poetry Night—Invite parents and member of the community to listen to students read poems. These poems can be their own choice or their own creation. School Newspaper/Yearbook: Write an article about the school-wide contest for your school newsletter or yearbook.

Feedback to Curriculum Team Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?	
Successes	Challenges

Student Perspective		
Teacher Perspective		