

Dietrich School District #314  
ENGLISH LANGUAGE ARTS  
Unit 1: Narrative Writing A

Grade: 6th Grade

Pacing: 8-10 Weeks

6.RC.5.c [Idaho Content Standards ELA/Literacy](#)

Unit Overview: The purpose of this unit is to help learners develop their narrative writing skills by emulating the techniques of other writers. Learners will become familiar with the elements of narrative so the new learning in this unit will focus on the elements of a narrative and how they interact with each other. While students have previously been introduced to transition words or phrases, at this level we begin expecting that they can use transitions to clearly indicate the relationship between ideas. At least one writing piece should be completed 'on demand'. It is recommended that learners write a personal narrative, as well as a fictional narrative over the course of the school year.

Grade 6 Writing Focus Standard

6.W.4 Write narratives to develop real or imagined experiences or events using effective technique, **relevant** descriptive details, and **well-structured** event sequences.

- **Engage and** orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, **and/or characters**.
- Use a variety of transition words, phrases, and clauses to **convey sequence and signal shifts from one time frame or setting to another**.
- **Use precise words and phrases, relevant descriptive details, and sensory language** to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Grade 6 Reading Focus Standard

6.RC.5 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**.

WRITING FOCUS AND ACCOMPANYING STANDARDS

Learning

**Dietrich School District #314**  
**ENGLISH LANGUAGE ARTS**  
**Unit 1: Narrative Writing A**

**Grade: 6th Grade**

**Pacing: 8-10 Weeks**

<i>(Key: Bold = New learning for grade level)</i> The focus and accompanying standards are identified to provide coherence in teaching and learning.	<b>Intentions</b>
<ul style="list-style-type: none"> <li>● 6.W.4: Write narratives to develop real or imagined experiences or events using effective technique, <b>relevant</b> descriptive details, and <b>well-structured</b> event sequences.               <ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, <b>and/or characters</b>.</li> <li>● Use a variety of transition words, phrases, and clauses to <b>convey sequence and signal shifts from one time frame or setting to another</b>.</li> <li>● <b>Use precise words and phrases, relevant descriptive details, and sensory language</b> to convey experiences and events.</li> <li>● Provide a conclusion that follows from the narrated experiences or events.</li> </ul> </li> <li>● 6.W.5: 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.)</li> <li>● 6W.6: With <b>some</b> guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade <b>6</b> here.)</li> <li>● 6GC.1 a-g: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>● <b>Ensure that pronouns are in the proper case.</b></li> <li>● Use <b>intensive pronouns</b>.</li> <li>● <b>Recognize and correct inappropriate shifts in pronoun number and person.*</b></li> <li>● <b>Recognize and correct vague pronouns.</b></li> <li>● <b>Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</b></li> </ul> </li> <li>● 6.VD.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<p>In this unit, learners will understand how to write narratives.</p>

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<ul style="list-style-type: none"> <li>● Interpret figures of speech in context.</li> <li>● Use the relationship between particular words to better understand each of the words.</li> <li>● Distinguish among the connotations of words with similar denotations.</li> </ul>	
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READING FOCUS AND ACCOMPANYING STANDARDS <i>(Key: Bold = New learning for grade level)</i>	Learning Intentions
<p><b>6.RC.5 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.</b></p> <ul style="list-style-type: none"> <li>● <b>b-c Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</b></li> <li>● <b>d Explain how an author develops the point of view of the narrator or speaker in a text.</b></li> <li>● <b>a 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.</b></li> <li>● <b>6.VD.2 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.</b></li> <li>● <b>6.ODC 1-8 Engage effectively in a range of collaborative discussions with diverse partners on <b>grade 6</b> topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b> <ul style="list-style-type: none"> <li>● <b>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b></li> </ul> </li> </ul>	<p>In this unit learners will understand theme or central ideas and its relationship to the text.</p>

<p><b>UNIT LEARNING INTENTIONS</b></p> <p>In this unit, learners will understand how to write narratives.</p>
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In this unit learners will understand theme or central ideas and its relationship to the text.		
<b>UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS</b>		
<b>SURFACE</b> (I can understand ideas and/or use skills.)	<b>DEEP</b> (I can relate multiple ideas and/or skills.)	<b>TRANSFER</b> (I can apply ideas/and or skills in different contexts/disciplines.)
<ul style="list-style-type: none"> <li>● I can identify the techniques a writer uses to create a narrative.</li> <li>● I can summarize how characters change throughout a story.</li> <li>● I can identify sensory language in a text.</li> <li>● I can describe the five elements of narrative: Theme, Characters, Setting, Plot, Point of View.</li> </ul>	<ul style="list-style-type: none"> <li>● I can analyze narrative techniques used by various writers.</li> <li>● I can explain connections between a theme, and character, setting, plot, and point of view.</li> <li>● I can explain the meaning of sensory language within a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Given any prompt, I can write a narrative piece about real and/or imagined events appropriate to task, audience, and purpose.</li> </ul>

<b>LEARNING PROGRESSION</b>		
<b>SURFACE</b>	<b>DEEP</b>	<b>TRANSFER</b>

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<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> <li>● identify the point of view, setting, and characters</li> <li>● identify a theme</li> <li>● label a plot diagram</li> <li>● identify sensory, concrete, and figurative language</li> <li>● define and identify connotation and denotation</li> <li>● identify errors in pronoun use</li> <li>● identify and use the conventions of standard English (capitalization, punctuation, and spelling)</li> <li>● define terms</li> </ul>	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> <li>● explain with evidence the relationship between the theme and the characters, setting and plot</li> <li>● summarize the reading objectively</li> <li>● explain and paraphrase</li> <li>● how the sequence of events in a story changes the way readers understand it</li> <li>● discuss a text with peers using rules for collegial discussion</li> </ul> <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> <li>● clearly convey a real or imagined experience</li> <li>● use transition words and phrases to show the relationships between ideas</li> <li>● organize a sequence of events logically</li> <li>● include multiple narrative techniques such as dialogue between characters, pacing, description, and reflection</li> <li>● revise and edit</li> <li>● use sensory, concrete and figurative language while considering the connotation and denotation of given words</li> <li>● choose an appropriate and consistent point of view for a narrative</li> <li>● create a strong, original voice that supports the purpose and tone of a piece</li> <li>● analyze terms</li> </ul>	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> <li>● given any prompt, produce a clear and coherent narrative appropriate to task, audience, and purpose</li> <li>● provide rationale for the narrative techniques in their writing</li> <li>● produce writing which demonstrates competency</li> </ul>
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<b>REQUIRED SUMMATIVE ASSESSMENT (Administered ‘On Demand’)</b>	
“On Demand” writing is defined as students being expected to draft, revise, and edit their own writing within a set period of time (one to two class periods). Lessons and feedback will not be given during this time.	
<b>Learning Intention</b>	Given any prompt, learners will produce a clear and coherent narrative appropriate to task, audience, and purpose. This

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	piece should be completed on-demand within three class periods or less without teacher or peer feedback.
<b>Success Criteria</b>	Focus on the following traits: ideas, voice, word choice, and conventions
<b>Resource Options for Summative Assessment</b>	On-Demand prompt on pages 85-87 My Perspectives) On-Demand Prompts Pg. 11 Narrative Writing On-Demand Prompt Many resources can also be found in the Smarter Balanced Digital Library ISIP ISAT

KEY ACADEMIC VOCABULARY	
	<ul style="list-style-type: none"> <li>Task, purpose, audience, sequence of events, connotation, denotation, plot, details, pacing, pronouns (intensive, objective, reflexive, subjective, possessive), sensory language, antecedent, theme, central idea, objective summary, paraphrase, collaborate, non-restrictive elements, compare, contrast, anecdote, tone</li> </ul>

CONTEXT: MATERIALS/RESOURCES									
<ul style="list-style-type: none"> <li>My Perspectives: Unit 1</li> <li>ELA IXL Online Learning</li> <li>Istation</li> </ul>	<p><u>Novels /Other Reading Material</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Amos Fortune Free Man</i></td> <td style="width: 50%;"><i>Casey at the Bat</i></td> </tr> <tr> <td><i>Farewell to Manzanar</i></td> <td><i>Road not Taken</i></td> </tr> <tr> <td><i>Passage to Freedom</i></td> <td></td> </tr> <tr> <td><i>Sadako and the 1000 Paper</i></td> <td></td> </tr> </table>	<i>Amos Fortune Free Man</i>	<i>Casey at the Bat</i>	<i>Farewell to Manzanar</i>	<i>Road not Taken</i>	<i>Passage to Freedom</i>		<i>Sadako and the 1000 Paper</i>	
<i>Amos Fortune Free Man</i>	<i>Casey at the Bat</i>								
<i>Farewell to Manzanar</i>	<i>Road not Taken</i>								
<i>Passage to Freedom</i>									
<i>Sadako and the 1000 Paper</i>									

Dietrich School District #314  
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Grade: 6th Grade

Unit 2: Informational/Explanatory Writing A  
[Idaho Content Standards ELA/Literacy](#)

Pacing: 8-10 Weeks

Unit Overview: The purpose of this unit is to help learners develop their informative writing skills. Learners will be able to organize ideas, concepts, and information as well as analyze which information is relevant and credible. Conveying ideas and information clearly will also be a part of this informative writing unit. **New learning in 6th grade will require students use various strategies to determine the meaning of unknown words. Learners will also compare and contrast various texts.**

Grade 6 Writing Focus Standard

6.W.3 Write informative texts to examine a topic and convey ideas, concepts, and information **through the selection, organization, and analysis of relevant content.**

- Introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting, and multimedia when useful to aiding comprehension.
- Develop the topic with **relevant** facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **Establish and maintain a formal style.**
- Provide a concluding statement or section that follows from the information or explanation presented.

Grade 6 Reading Focus Standard

6.RC. a-e 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.

**WRITING FOCUS AND ACCOMPANYING STANDARDS**  
*(Key: Bold = New learning for grade level)*

The FOCUS and accompanying standards are clustered with Learning Intentions and Success Criteria identified to provide coherence in teaching and learning.

**Learning Intentions**

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Unit 2: Informational/Explanatory Writing A

Pacing: 8-10 Weeks

6. W.RW.3,5-6: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **through the selection, organization, and analysis of relevant content.**
- W.6.2.A: Introduce a topic; **organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables)**, and multimedia when useful to aiding comprehension.
  - W.6.2.B: Develop the topic with **relevant** facts, definitions, concrete details, quotations, or other information and examples.
  - W.6.2.C: Use appropriate transitions to clarify the relationships among ideas and concepts.
  - W.6.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - W.6.2.E: **Establish and maintain a formal style.**
  - W.6.2.F: Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.RW.5 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - 6.W.RW.6: 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.
  - 6.W.RW.7: 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.
  - 6.RS.1-2: Gather relevant information from **multiple** print and digital sources; **assess the credibility of each source; and quote** or paraphrase the **data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**
  - 6.W.1: 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.
  - 6.GC.a-g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - L.6.1.A: **Ensure that pronouns are in the proper case.**
    - L.6.1.B: **Use intensive pronouns.**
    - L.6.1.C: **Recognize and correct inappropriate shifts in pronoun number and person.**
    - L.6.1.D: **Recognize and correct vague pronouns.**

In this unit, learners will understand how to write an informative/explanatory essay.



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<ul style="list-style-type: none"> <li>● <b>L.6.1.E: Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</b></li> <li>● 6.GM.M.2-3: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ul style="list-style-type: none"> <li>● L.6.2.A: Use punctuation <b>to set off nonrestrictive/parenthetical elements.</b></li> <li>● L.6.2.B: <b>Spell correctly.</b></li> </ul> </li> <li>● 6.GC.GU: Use knowledge of language and its conventions when writing, speaking, reading, or listening.             <ul style="list-style-type: none"> <li>● L.6.3.A: <b>Vary sentence patterns for meaning, reader/listener interest, and style.</b></li> <li>● L.6.3.B: <b>Maintain consistency in style and tone.</b></li> </ul> </li> <li>● 6.VD.WB.1-2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 6 reading and content</b>, choosing flexibly from a range of strategies.             <ul style="list-style-type: none"> <li>● Use context as a clue to the meaning of a word or phrase.</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>● Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning <b>or its part of speech.</b></li> <li>● <b>Verify the preliminary determination of the meaning of a word or phrase.</b></li> </ul> </li> <li>● 6.VD.3: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></li> <li>● 6.RS.1: <b>Cite textual evidence to support analysis</b> of what the text says explicitly as well as inferences drawn from the text.</li> <li>● 6.RS.2: <b>Interpret information presented in diverse media and formats</b> (e.g., visually, quantitatively, orally) <b>and explain how it contributes to a topic, text, or issue under study.</b></li> </ul>	
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<p><b>READING FOCUS AND ACCOMPANYING STANDARDS</b> <i>(Key: Bold = New learning for grade level)</i></p>	<p><b>Learning Intentions</b></p>
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Unit 2: Informational/Explanatory Writing A

Pacing: 8-10 Weeks

- 6.RC.NF.6** 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.
- 6.a Determine the meaning of words and phrases **as they are used in a text, including figurative, connotative, and technical meanings**
  - **6.c Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**
  - **6.d Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**
  - **6.e Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**
  - 6.NF.6 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
  - 6.ODC.1 Engage effectively in a range of collaborative discussions with diverse partners on grade **6 topics, texts, and issues**, building on others’ ideas and expressing their own clearly.
    - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by **referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**
    - b. Follow rules **for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**
    - c. Pose and respond to specific questions **with elaboration and detail** by making comments that contribute to the **topic, text, or issue under discussion.**
    - d. Review the key ideas expressed and **demonstrate understanding of multiple perspectives through reflection and paraphrasing.**
  - 6.ODC.5-8 Include multimedia components (e.g., graphics, **images, music**, sound) and visual displays in presentations to **clarify information.**

In this unit, learners will learn how to objectively summarize a text to provide evidence of comprehension.

**UNIT LEARNING INTENTIONS**

In this unit, learners will understand how to write an informative/ explanatory essay.

In this unit, learners will learn how to objectively summarize a text to provide evidence of comprehension.

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**Unit 2: Informational/Explanatory Writing A**

**Pacing: 8-10 Weeks**

<b>UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS</b>		
<b>SURFACE</b> (I can understand ideas and/or use skills.)	<b>DEEP</b> (I can relate multiple ideas and/or skills.)	<b>TRANSFER</b> (I can apply ideas/and or skills in different contexts/disciplines.)
<ul style="list-style-type: none"> <li>● I can identify a credible source.</li> <li>● I can identify a central idea in an informational text.</li> <li>● I can recognize precise language and domain specific vocabulary</li> <li>● I can identify different text structures (sentence, paragraph, chapter, section)</li> <li>● I can identify inappropriate shifts in pronoun number and person</li> <li>● I can determine the meaning of unknown vocabulary words by using context clues.</li> <li>● I can gather relevant information from several different sources.</li> </ul>	<ul style="list-style-type: none"> <li>● I can evaluate which facts are relevant.</li> <li>● I can cite several pieces of textual evidence.</li> <li>● I can develop a topic with relevant facts, definitions, and details.</li> <li>● I can use appropriate transitions to create and clarify the relationship among ideas and concepts.</li> <li>● I can correct errors found in inappropriate shifts in pronoun number and person.</li> <li>● I can explain how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>● I can determine the meaning of unknown vocabulary words by using Greek and Latin roots and affixes.</li> </ul>	<ul style="list-style-type: none"> <li>● Given any prompt, I will produce informative writing using relevant facts, definitions, concrete details, quotations, and examples. The development, organization, and style of the writing will be appropriate to task, purpose, and audience.</li> </ul>

<b>LEARNING PROGRESSION (WEEKLY/DAILY READING, WRITING, TALKING)</b>		
<b>SURFACE</b>	<b>DEEP</b>	<b>TRANSFER</b>
<i>Learners will read various texts and:</i> <ul style="list-style-type: none"> <li>● identify two or more central</li> </ul>	<i>Learners will read various texts and:</i> <ul style="list-style-type: none"> <li>● determine the meaning of words and phrases as they are used in</li> </ul>	<i>Learners will:</i> <ul style="list-style-type: none"> <li>● given any prompt,</li> </ul>

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<p>ideas</p> <ul style="list-style-type: none"> <li>● determine the meaning of unknown words and phrases</li> <li>● gather relevant information from multiple print and digital sources</li> <li>● answer a question to explain the 5 W's (who, what, when, where, why)</li> <li>● identify and label different text structures (sentence, paragraph, chapter, section)</li> <li>● identify inappropriate shifts in pronoun number and person</li> <li>● identify and use the conventions of standard English (capitalization, punctuation, and spelling)</li> </ul> <p><i>In their own writing, learners will</i></p> <ul style="list-style-type: none"> <li>● write routinely for a range of discipline-specific tasks, purposes, and audiences (class starters or journal entries)</li> <li>● define terms</li> </ul>	<p>a text (figurative language, connotative, Greek and Latin affixes and technical meanings; use context clues) and analyze the impact of a specific word choice on meaning and tone</p> <ul style="list-style-type: none"> <li>● compare and contrast text structures</li> <li>● evaluate an author's point of view on a topic</li> <li>● analyze the structure an author uses</li> <li>● analyze how two or more authors writing about the topic shape their presentations of key information</li> <li>● assess texts for reliability and credibility</li> </ul> <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> <li>● introduce a topic clearly</li> <li>● develop the topic with relevant facts and details</li> <li>● use direct quotes and paraphrasing techniques</li> <li>● use precise language</li> <li>● establish and maintain a formal style</li> <li>● provide a concluding statement</li> <li>● revise and edit</li> <li>● cite textual evidence to avoid plagiarism</li> <li>● analyze terms</li> </ul>	<p>produce informative writing using relevant facts, definitions, concrete details, quotations, and examples. The development, organization, and style of the writing will be appropriate to task, purpose, and audience</p> <ul style="list-style-type: none"> <li>● provide rationale for the narrative techniques in their writing</li> <li>● produce writing which demonstrates competency</li> </ul>
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**REQUIRED SUMMATIVE ASSESSMENT (Administered 'On Demand')**

"On Demand" writing is defined as students being expected to draft, revise, and edit their own writing within a set period of time (one to two class periods). Lessons and feedback will not be given during this time.

**Dietrich School District #314  
ENGLISH LANGUAGE ARTS**

**Grade: 6th Grade**

**Unit 2: Informational/Explanatory Writing A**

**Pacing: 8-10 Weeks**

<b>Learning Intention</b>	In this unit, learners will understand how to write an informative/explanatory piece. This piece should be completed on-demand within three class periods or less without teacher or peer feedback.
<b>Success Criteria</b>	Focus on the following traits: ideas, organization, word choice, and conventions
<b>Resource Options for Summative Assessment</b>	On-Demand prompt on pages 180-182 (My Perspectives) On-Demand Prompts Pg. 8-9 Informational/Explanatory On-Demand Writing Prompt Many resources can also be found in the Smarter Balanced Digital Library ISIP ISAT

<b>KEY ACADEMIC VOCABULARY</b>
<ul style="list-style-type: none"> <li>analysis, relevant, classification, formatting, establish, credibility, plagiarism, bibliographic, textual evidence, cite, conveyed, integrate, coherent, nonrestrictive/parenthetical, diverse, contributes, clarify, credible, paraphrase, works cited page, MLA, in-text citations, text structures, text features</li> </ul>

<b>CONTEXT:MATERIALS/RESOURCES</b>	
<ul style="list-style-type: none"> <li>My Perspectives: Unit 2</li> <li>IXL ELA Online Learning</li> <li>Istation</li> </ul>	<u>Novels/Other Reading Material</u> <i>Spanish Kidnapping Disaster</i> <i>Escaping the Giant Wave</i>

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Unit 2: Informational/Explanatory Writing A

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	<p><i>The Egypt Game</i> <i>Wreck of the Edmund Fitzgerald</i> <i>Holiday Classics</i></p>
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Dietrich School District #314  
ENGLISH LANGUAGE ARTS  
Unit 3: Argumentative A

Grade: 6th Grade

Pacing: 8-10 Weeks

[Idaho Content Standards ELA/Literacy](#)

Unit Overview: The purpose of this unit is to help learners develop their argumentative writing skills. In the 5th grade, learners explained how authors use reasons and evidence to support particular points in a text, identifying which reasons and evidence supported which point(s). In 6th grade, new learning will include **learners being able to trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Learners will be able to analyze information and use credible sources to write an argument stating a claim and supporting it with evidence.**

Grade 6 Writing Focus Standard

6.W.2 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Use precise language and domain-specific vocabulary to support the argument.
- Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the argument presented.

Grade 6 Reading Focus Standard

6.RS.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Dietrich School District #314  
 ENGLISH LANGUAGE ARTS  
 Unit 3: Argumentative A

Grade: 6th Grade

Pacing: 8-10 Weeks

<b>WRITING FOCUS AND ACCOMPANYING STANDARDS</b> <i>(Key: Bold = New learning for grade level)</i>	<b>Learning Intentions</b>
<p>The FOCUS and accompanying standards are) identified to provide coherence in teaching and learning.</p>	
<p>6.W.2: <b>Write arguments to support claims with clear reasons and relevant evidence.</b></p> <ul style="list-style-type: none"> <li>● <b>Introduce claim(s) and organize the reasons and evidence clearly.</b></li> <li>● <b>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</b></li> <li>● Use words, phrases, and clauses <b>to clarify the relationships among claims and reasons.</b></li> <li>● <b>Establish and maintain a formal style.</b></li> <li>● <b>Provide a concluding statement or section that follows from the argument presented.</b></li> </ul> <ul style="list-style-type: none"> <li>● 6.W.7: 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 <b>three</b> pages in a single sitting.</li> <li>● 6.RS.1: Conduct short research projects <b>to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b></li> <li>● 6.RS.1: Gather relevant information from multiple print and digital sources; <b>assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</b></li> <li>● 6.GC.1. a-g: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.             <ul style="list-style-type: none"> <li>● L.6.2.A: Use punctuation <b>to set off nonrestrictive/parenthetical elements.</b></li> <li>● L.6.2.B: <b>Spell correctly.</b></li> </ul> </li> <li>● 6.VD.3 Provide a concluding statement or section that follows from the information or explanation presented.: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></li> </ul>	<p>In this unit, learners will understand how to analyze and write arguments.</p>



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 Unit 3: Argumentative A

Grade: 6th Grade

Pacing: 8-10 Weeks

READING FOCUS AND ACCOMPANYING STANDARDS <i>(Key: Bold = New learning for grade level)</i>	Learning Intentions
<p><b>6.RC.NF.6.c Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</b></p> <ul style="list-style-type: none"> <li>● 6.RC.NF.6.c <b>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</b></li> <li>● 6.RC.NF.6. e <b>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</b></li> <li>● <b>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</b></li> <li>● 6.RC.NF.e <b>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</b></li> <li>● 6.RC.NF.6 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range</li> <li>● 6.ODC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade <b>6 topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly.</li> <li>● 6.ODC.2 <b>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.</b></li> <li>● 6.ODC.3 <b>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b></li> </ul>	<p>In this unit, learners will understand how to analyze and evaluate an author’s claim, reasoning, and evidence in a text.</p>

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**ENGLISH LANGUAGE ARTS**  
**Unit 3: Argumentative A**

**Grade: 6th Grade**

**Pacing: 8-10 Weeks**

<b>UNIT LEARNING INTENTIONS</b>		
<p>In this unit, learners will understand how to analyze and write arguments.                      In this unit, learners will understand how to analyze and evaluate an author’s claim, reasoning, and evidence in a text.</p>		
<b>UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS</b>		
<b>SURFACE</b> (I can understand ideas and/or use skills.)	<b>DEEP</b> (I can relate multiple ideas and/or skills.)	<b>TRANSFER</b> (I can apply ideas/and or skills in different contexts/disciplines.)
<ul style="list-style-type: none"> <li>● I can identify an author’s claim and evidence.</li> <li>● I can identify credible sources to research a topic.</li> </ul>	<ul style="list-style-type: none"> <li>● I can analyze an argument for claims, evidence, and reasoning.</li> <li>● I can write arguments and use clear reasons and relevant evidence to support my claims.</li> </ul>	<ul style="list-style-type: none"> <li>● Given any prompt, I can write an argumentative essay appropriate to task, audience, and purpose.</li> </ul>

<b>LEARNING PROGRESSIONS (WEEKLY/DAILY READING, WRITING, TALKING)</b>		
<b>SURFACE</b>	<b>DEEP</b>	<b>TRANSFER</b>
<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> <li>● define vocabulary: claim, evidence, credible source.</li> <li>● read a text and identify transition words.</li> <li>● identify criteria that makes a source credible.</li> <li>● recognize when relevant evidence is introduced.</li> <li>● recognize when irrelevant evidence is introduced.</li> </ul>	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> <li>● analyze for parts of an argument (example: annotate a text or take an argumentative essay that has been deconstructed and organize it)</li> <li>● explain which side has a stronger argument and why.</li> <li>● participate in a class discussion (example: debate, Socratic circle).</li> <li>● evaluate claims to determine which are supported by adequate evidence and which are not.</li> <li>● explain how the author conveys their point of view and purpose in a text.</li> </ul>	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> <li>● given any prompt, produce a clear argument appropriate to task, purpose and audience.</li> <li>● provide rationale for the argumentative techniques in their writing.</li> <li>● produce writing which demonstrates competency</li> </ul>

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**Grade: 6th Grade**

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<ul style="list-style-type: none"> <li>● label the structure of a paragraph, focusing on elements of an argument (claim/topic, reason, evidence, source, transitions).</li> <li>● define author’s point of view and purpose.</li> <li>● identify how transition words connect and clarify relationships among ideas.</li> <li>● recognize and define subjective, objective and possessive pronouns.</li> <li>● recognize correct use of intensive pronouns (e.g., myself, ourselves, yourselves).</li> <li>● define terms</li> </ul>	<ul style="list-style-type: none"> <li>● research relevant evidence using credible sources.</li> </ul> <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> <li>● write a claim and support it with clear reasons and relevant evidence.</li> <li>● use transitions to clarify relationships among ideas.</li> <li>● establish and maintain a formal style in presenting written arguments.</li> <li>● write a conclusion that follows and supports the arguments presented.</li> <li>● research relevant evidence using credible sources.</li> <li>● revise their writing to ensure that they are using pronouns in their proper case (subjective, objective, possessive).</li> <li>● revise their writing for correct use of intensive pronouns.</li> <li>● analyze terms</li> </ul>	
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<b>REQUIRED SUMMATIVE ASSESSMENT (Administered ‘On Demand’)</b>	
“On Demand” writing is defined as students being expected to draft, revise, and edit their own writing within a set period of time. Lessons and feedback will not be given during this time.	
<b>Learning Intention</b>	Given a debatable topic, students will analyze and evaluate the topic to produce a clear and coherent argument that is appropriate to task, audience, and purpose. This piece should be completed on-demand within three class periods or less without teacher or peer feedback.
<b>Success Criteria</b>	Focus on the following traits: ideas, organization, word choice, and conventions

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<b>Resource Options for Summative Assessment</b>	On-Demand prompt on pages 268-270 (My Perspectives) On Demand Prompts (Opinion) Pg. 7 Argumentative On-Demand Writing Prompt ISIP ISAT
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<b>KEY ACADEMIC VOCABULARY</b>
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|---|
| <ul style="list-style-type: none"> <li>● argument, claim, support, sufficient, evidence, relevant, paraphrasing, plagiarism, coherent, opinion, trace, evaluate, reasons, subjective, objective, and possessive pronouns, intensive pronouns, justify, ambiguous antecedent, in-text citation, delineate</li> </ul> |
|---|

<b>CONTEXT:MATERIALS/RESOURCES</b>
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<ul style="list-style-type: none"> <li>● My Perspectives: Unit 3</li> <li>● IXL ELA Online Learning</li> <li>● Istation</li> </ul>	<u>Novels/Other Reading Material</u> <i>The Cay</i> <i>Timothy of the Cay</i> <i>Hatchet</i> <i>The River</i>
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Dietrich School District #314

ENGLISH LANGUAGE ARTS

Grade: 6th

Unit 4: Informational/Explanatory Writing B

Pacing: 4 Weeks

[Idaho Content Standards ELA/Literacy](#)

Unit Overview: The purpose of this unit is to help learners develop a short research project by learning strategies to organize ideas and **answer questions by drawing on several sources and refocusing the inquiry when appropriate**. Learners will cite **several** pieces of textual evidence in their writing and include inferences drawn from the text. With **some** guidance and support from peers and adults, learners will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach and focusing on how well purpose and audience have been addressed. Learners will assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while **avoiding plagiarism and providing basic bibliographic information**.

Grade 6 Writing Focus Standard

6.RS.1 Conduct short research projects **to answer a question, drawing on several sources and refocusing the inquiry when appropriate**.

Grade 6 Reading Focus Standard

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

<p style="text-align: center;"><b>WRITING FOCUS AND ACCOMPANYING STANDARDS</b> <i>(Key: Bold = New learning for grade level)</i></p> <p>The FOCUS and accompanying standards are) identified to provide coherence in teaching and learning.</p>	<p style="text-align: center;"><b>Learning Intentions</b></p>
<p>6.RS.1: Conduct short research projects <b>to answer a question, drawing on several sources and refocusing the inquiry when appropriate</b>.</p> <ul style="list-style-type: none"> <li>6.RS.3: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information <b>through the selection, organization, and analysis of relevant content</b>.</li> </ul>	<p>In this unit, learners will understand how to write an informative/explanatory essay.</p>

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ENGLISH LANGUAGE ARTS

Grade: 6th

Unit 4: Informational/Explanatory Writing B

Pacing: 4 Weeks

- W.6.2.A: Introduce a topic; **organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics (e.g., charts, tables), and multimedia** when useful to aiding comprehension.
- W.6.2.B: Develop the topic with **relevant** facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2.C: Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2.E: **Establish and maintain a formal style.**
- W.6.2.F: Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.5: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.W.6: 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.
- 6.W.7: 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.
- 6.RS.1: Gather relevant information from **multiple** print and digital sources; assess the credibility of each source; **and quote** or paraphrase the **data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**
- 6.W.1: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 6.GC.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **Ensure that pronouns are in the proper case.**
  - Use **intensive pronouns.**
  - **Recognize and correct inappropriate shifts in pronoun number and person.**
  - **Recognize and correct vague pronouns.**
  - **Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**
- 6.GC.1: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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**ENGLISH LANGUAGE ARTS**

**Grade: 6th**

**Unit 4: Informational/Explanatory Writing B**

**Pacing: 4 Weeks**

<ul style="list-style-type: none"> <li>● <b>Vary sentence patterns for meaning, reader/listener interest, and style.</b></li> <li>● <b>Maintain consistency in style and tone.</b></li> <li>● 6.GC.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 6 reading and content</b>, choosing flexibly from a range of strategies.             <ul style="list-style-type: none"> <li>● Use context as a clue to the meaning of a word or phrase.</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</li> <li>● Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or <b>its part of speech.</b></li> <li>● <b>Verify the preliminary determination of the meaning of a word or phrase</b></li> </ul> </li> </ul>	
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<p align="center"><b>READING FOCUS AND ACCOMPANYING STANDARDS</b> <i>(Key: Bold = New learning for grade level)</i></p>	<p align="center"><b>Learning Intentions</b></p>
<p>6.RS: <b>Cite textual evidence to support analysis of what</b> the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>● 6.VD.1 Determine the meaning of words and phrases <b>as they are used in a text, including figurative, connotative, and technical meanings</b></li> <li>● 6. RF.NF.6.c <b>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</b></li> <li>● 6.ODC.5 <b>Integrate</b> information <b>presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</b></li> <li>● 6.RC.NF.6e <b>Compare and contrast one author’s presentation of events with that of another</b></li> <li>● 6.DC.5 <b>Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</b></li> </ul>	<p>In this unit, learners will understand how to accurately cite several pieces of textual evidence.</p>

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**ENGLISH LANGUAGE ARTS**

**Grade: 6th**

**Unit 4: Informational/Explanatory Writing B**

**Pacing: 4 Weeks**

**UNIT LEARNING INTENTIONS**

In this unit, learners will understand how to write an informative/ explanatory essay.

In this unit, learners will understand how to accurately cite several pieces of textual evidence.

**UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS**

<b>SURFACE</b> (I can understand ideas and/or skills.)	<b>DEEP</b> (I can relate ideas and/or skills.)	<b>TRANSFER</b> (I can apply ideas/and or skills in different contexts/disciplines.)
<ul style="list-style-type: none"><li>● I can define accuracy, citation, citing sources, investigation, paraphrase, credible source, plagiarism.</li><li>● I can gather relevant information from several different sources.</li></ul>	<ul style="list-style-type: none"><li>● I can analyze the main ideas and supporting details.</li><li>● I can cite several pieces of textual evidence.</li><li>● I can support analysis of what the text says as well as inferences drawn from the text.</li></ul>	<ul style="list-style-type: none"><li>● Given any prompt, I can conduct a short research project (essay, multi-media, speech), which includes citing several pieces of textual evidence.<ul style="list-style-type: none"><li>● Short writes</li><li>● ISAT brief writes</li><li>● Revisit and Edit Unit 2 PT</li><li>● Elements of the essay</li></ul></li></ul>

**LEARNING PROGRESSION (WEEKLY/DAILY READING, WRITING, TALKING)**

Revised January 2023



**Dietrich School District #314**

**ENGLISH LANGUAGE ARTS**

**Grade: 6th**

**Unit 4: Informational/Explanatory Writing B**

**Pacing: 4 Weeks**

SURFACE	DEEP	TRANSFER
<p><i>Learners will read various texts and</i></p> <ul style="list-style-type: none"> <li>● define accuracy, citation, investigation, citing sources, credible sources, and plagiarism</li> <li>● answer a question to explain the 5 W's (who, what, when, where, why)</li> <li>● gather relevant information from multiple print and digital sources</li> <li>● use specific terms to effectively search for and locate information on the internet</li> </ul> <p><i>In their own writing, learners will</i></p> <ul style="list-style-type: none"> <li>● write routinely for a range of discipline-specific tasks, purposes, and audiences</li> <li>● define terms</li> </ul>	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> <li>● analyze the structure an author uses to organize a text</li> <li>● I can explain how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>● compare and contrast a text to audio, video or multimedia versions of the text</li> <li>● analyze two or more authors writing about the same topic</li> <li>● evaluate the author's purpose and point of view</li> <li>● determine relevant textual evidence and support analysis</li> </ul> <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> <li>● evaluate how well purpose and audience have been addressed</li> <li>● cite sources</li> <li>● use direct quotes and paraphrasing techniques</li> <li>● use technology to produce and publish writing</li> <li>● revise and edit</li> <li>● analyze terms</li> </ul>	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> <li>● given any prompt, conduct a short research project (essay, multi-media presentation, speech), which includes citing several pieces of textual evidence.</li> <li>● produce writing which demonstrates competency</li> </ul>

**REQUIRED SUMMATIVE ASSESSMENT (Administered 'On Demand')**

**Dietrich School District #314**

**ENGLISH LANGUAGE ARTS**

**Grade: 6th**

**Unit 4: Informational/Explanatory Writing B**

**Pacing: 4 Weeks**

<b>Learning Intention</b>	In this unit, learners will understand how to write an informative/ explanatory essay. This piece should be completed on-demand within three class periods or less without teacher or peer feedback.
<b>Success Criteria</b>	Focus on the following traits: ideas, organization, word choice, and conventions
<b>Resource Options for Summative Assessment</b>	On-Demand prompt on pages 396-398 (My Perspectives) On-Demand Prompts Pg. 8-9 Informational/Explanatory On-Demand Writing Prompt Many resources can also be found in the Smarter Balanced Digital Library ISIP ISAT

**KEY ACADEMIC VOCABULARY**

- ambiguous antecedents, connotative meanings, plagiarism, compare/contrast, cause/effect, credibility and accuracy of sources, text features (headings, titles, subheadings, infographics etc..) paraphrase, analyze, evaluate, inferred meaning

**CONTEXT:MATERIALS/RESOURCES**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• My Perspectives</li><li>• IXL ELA Online learning</li><li>• Istation</li></ul> | <u>Novels/Other Reading Material</u><br>Page Boy of Camelot<br>The Door in the Wall<br>The Bronze Bow<br>Among the Hidden |
|--|---|

Dietrich School District 3314  
ENGLISH LANGUAGE ARTS  
Unit 5: Argumentative B

Grade: 6th Grade

Pacing: 4 Weeks

[Idaho Content Standards ELA/Literacy](#)

Unit Overview: The purpose of this unit is to help learners develop their argumentative writing skills by writing and presenting an argument with **relevant evidence, reasoning, and well-chosen details**. By the beginning of Unit 5, students should be proficient in making a claim and supporting it with clear reasoning and relevant evidence; using accurate, credible sources; demonstrating an understanding of an assigned topic or text. Learners will develop their speaking skills by **using appropriate eye contact, volume and clear pronunciation**.

Grade 6 Writing Focus Standard

6.W.2 Write **arguments to support claims with clear reasons and relevant evidence**.

- **Introduce claims and organize the reasons and evidence clearly.**
- **Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**
- Use words, phrases, and clauses to **clarify the relationships among claims and reasons**.
- Use precise language and domain-specific vocabulary to support **the argument**.
- **Establish and maintain a formal style.**
- f. **Provide a concluding statement or section that follows from the argument presented.**

6.ODC.3-4 **Present claims and findings**, sequencing ideas logically and using **pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation**.

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 ENGLISH LANGUAGE ARTS  
 Unit 5: Argumentative B

Grade: 6th Grade

Pacing: 4 Weeks

<b>WRITING FOCUS AND ACCOMPANYING STANDARDS</b> <i>(Key: Bold = New learning for grade level)</i>	<b>Learning Intentions</b>
<p>The FOCUS and accompanying standards are identified to provide coherence in teaching and learning.</p>	
<p>6.W.2: <b>Write arguments to support claims with clear reasons and relevant evidence.</b></p> <ul style="list-style-type: none"> <li>● <b>Introduce claim(s) and organize the reasons and evidence clearly.</b></li> <li>● <b>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</b></li> <li>● Use words, phrases, and clauses <b>to clarify the relationships among claim(s) and reasons.</b></li> <li>● <b>Establish and maintain a formal style.</b></li> <li>● <b>Provide a concluding statement or section that follows from the argument presented.</b></li> </ul> <ul style="list-style-type: none"> <li>● 6.W.5: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 6.W.7: 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 <b>three</b> pages in a single sitting.</li> <li>● 6.RS.1-2: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● 6.W.1: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>● 6.GU.1: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.           <ul style="list-style-type: none"> <li>● Use punctuation <b>to set off nonrestrictive/parenthetical elements.</b></li> <li>● <b>Spell correctly.</b></li> </ul> </li> <li>● 6.VD.1: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></li> </ul>	<p>In this unit, learners will understand how to analyze and write arguments.</p>

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 ENGLISH LANGUAGE ARTS  
 Unit 5: Argumentative B

Grade: 6th Grade

Pacing: 4 Weeks

READING FOCUS AND ACCOMPANYING STANDARDS <i>(Key: Bold = New learning for grade level)</i>	Learning Intentions
<p>6.ODC.3-4 <b>Present claims and findings</b>, sequencing ideas logically <b>and using pertinent descriptions</b>, facts, and <b>details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</b></p> <ul style="list-style-type: none"> <li>● <b>Integrate information presented in different media or formats</b> (e.g., visually, quantitatively) <b>as well as in words to develop a coherent understanding of a topic or issue.</b></li> <li>● <b>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</b></li> <li>● With <b>some</b> guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● 6.ODC.1 Engage effectively in a range of collaborative discussions with diverse partners on <b>grade 6 topics, texts, and issues</b>, building on others' ideas and expressing their own clearly.             <ul style="list-style-type: none"> <li>● a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by <b>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b></li> </ul> </li> <li>● 6.DC.5 Include multimedia components (e.g., graphics, <b>images, music</b>, sound) and visual displays in presentations <b>to clarify information.</b></li> </ul>	<p>In this unit, learners will understand how to present argumentative writing with appropriate and adequate presentation skills.</p>

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**ENGLISH LANGUAGE ARTS**  
**Unit 5: Argumentative B**

**Grade: 6th Grade**

**Pacing: 4 Weeks**

<b>UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS</b>		
<b>SURFACE</b> (I can understand ideas and/or use skills.)	<b>DEEP</b> (I can relate multiple ideas and/or skills.)	<b>TRANSFER</b> (I can apply ideas and or skills in different contexts/disciplines.)
<ul style="list-style-type: none"> <li>● I can identify an author’s claim and evidence.</li> <li>● I can find credible sources to research a topic.</li> <li>● I can describe the importance of using appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>● I can analyze my argument for strong claims, evidence, and reasoning.</li> <li>● I can write arguments and use clear reasons and relevant evidence to support my claims.</li> <li>● I can organize relevant evidence, valid reasoning, and well-chosen details into a coherent presentation.</li> </ul>	<ul style="list-style-type: none"> <li>● Given any topic, I can construct a well-developed argument and present and defend a claim on a topic. <ul style="list-style-type: none"> <li>● Short writes</li> <li>● ISAT brief writes</li> <li>● Revisit and Edit Unit 3 PT</li> <li>● Elements of the essay</li> </ul> </li> </ul>

<b>LEARNING PROGRESSIONS (WEEKLY/DAILY READING, WRITING, TALKING)</b>		
<b>SURFACE</b>	<b>DEEP</b>	<b>TRANSFER</b>
<p><i>Learners will:</i></p> <ul style="list-style-type: none"> <li>● recall vocabulary: claim, evidence.</li> <li>● summarize criteria that makes a source credible.</li> <li>● locate when relevant evidence is introduced.</li> <li>● locate when irrelevant</li> </ul>	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> <li>● analyze parts of a presentation (example: annotate a text; view presentations and deconstruct the styles of each presenter).</li> <li>● assess how a presenter uses evidence to appeal to and persuade an audience.</li> <li>● participate in a class discussion (example: debate, Socratic circle)</li> <li>● learners will research relevant evidence using credible sources.</li> </ul>	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> <li>● given any prompt, produce and present a clear argument appropriate to task, purpose and audience.</li> <li>● create a presentation with a clear claim and relevant evidence to support the</li> </ul>

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**ENGLISH LANGUAGE ARTS**  
**Unit 5: Argumentative B**

**Grade: 6th Grade**

**Pacing: 4 Weeks**

<p>evidence is introduced.</p> <ul style="list-style-type: none"> <li>● identify quality elements of exemplar presentations.</li> <li>● Define terms</li> </ul>	<p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> <li>● research relevant evidence using credible sources.</li> <li>● write a claim and support it with reasons and relevant evidence.</li> <li>● use transitions to connect and clarify relationships among ideas.</li> <li>● use words, phrases, and clauses to show clearly how claims, reasons, and evidence fit together.</li> <li>● establish and maintain a formal style in presenting arguments.</li> <li>● write a reflection that verifies and supports the arguments presented.</li> <li>● Analyze terms</li> </ul>	<p>claim. Initiate a question/answer session, and reflect on overall presentation.</p> <ul style="list-style-type: none"> <li>● synthesize information presented in different media or formats as well as in words to understand and explain a topic or issue in a presentation.</li> <li>● Produce writing which demonstrates competency</li> </ul>
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<b>REQUIRED SUMMATIVE ASSESSMENT (Process)</b>	
<b>Learning Intention</b>	Given any debatable topic, students will analyze and evaluate the topic to produce and present a clear and coherent argument that is appropriate to task, audience, and purpose, to be followed by a question/answer session and a written reflection.
<b>Success Criteria</b>	Focus on the following traits: ideas, organization, voice, and conventions Presentation Rubric
<b>Resource Options for Summative Assessment</b>	Writing Prompts Argumentative Writing Prompt ISIP ISAT

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**KEY ACADEMIC VOCABULARY**

argument, claim, pertinent descriptions, accentuate, integrate, trace, evaluate, eye-contact, adequate volume, parenthetical elements, dashes, commas, parentheses, distinguishing, analyze, credible sources, sufficient evidence, research, revision, reflection

**CONTEXT:MATERIALS/RESOURCES**

- My Perspectives: Unit 5
- IXL Ela Online Learning
- Istation



**Dietrich School District #314**

**ENGLISH LANGUAGE ARTS**

**Unit 6: Narrative B**

**Grade: 6th Grade**

**Pacing: 4 Weeks**

[Idaho Content Standards ELA/Literacy](#)

Unit Overview: The purpose of this unit is to help learners further develop their narrative writing skills by including the five elements of a narrative (theme, characters, setting, plot, point of view) and using strong **sensory language and details**. In Unit 1: Narrative A, learners became familiar with the elements of a narrative. This unit is focused on strengthening previous learning and understanding **how narrative elements interact with each other**. Learners will also analyze multiple texts and **compare and contrast narrative elements**. At least one writing piece should be completed 'on demand'. It is recommended that learners write a personal narrative, as well as a fictional narrative over the course of the school year.

Grade 6 Writing Focus Standard

6.W.4 Write narratives to develop real or imagined experiences or events using effective technique, **relevant** descriptive details, and well-structured event sequences.

- **Engage and orient** the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, **and/or characters**.
- Use a variety of transition words, phrases, and clauses to **convey sequence and signal shifts from one time frame or setting to another**.
- **Use precise words and phrases, relevant descriptive details, and sensory language** to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Grade 6 Reading Focus Standard

6.W.4 **Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**

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<p style="text-align: center;"><b>WRITING FOCUS AND ACCOMPANYING STANDARDS</b>  <i>(Key: Bold = New learning for grade level)</i></p> <p>The FOCUS and accompanying standards are identified to provide coherence in teaching and learning.</p>	<p style="text-align: center;"><b>Learning Intentions</b></p>
<p>6.W.4: Write narratives to develop real or imagined experiences or events using effective technique, <b>relevant</b> descriptive details, and <b>well-structured</b> event sequences.</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, <b>and/or characters</b>.</li> <li>● Use a variety of transition words, phrases, and clauses to <b>convey sequence and signal shifts from one time frame or setting to another</b>.</li> <li>● <b>Use precise words and phrases, relevant descriptive details, and sensory language</b> to convey experiences and events.</li> <li>● Provide a conclusion that follows from the narrated experiences or events.</li> <li>● 6.RC.5. a: <b>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.</b></li> <li>● 6.RC.5.c: <b>Analyze how 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.</b></li> <li>● 6.RC.5. d: <b>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</b></li> <li>● 6.RC.5. e: <b>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</b></li> <li>● 6.GC.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>● <b>Ensure that pronouns are in the proper case (subjective, objective, possessive).</b></li> <li>● Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>● <b>Recognize and correct inappropriate shifts in pronoun number and person.*</b></li> <li>● <b>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</b></li> </ul> </li> </ul>	

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- **Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**
- 6.VD.2. a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - **Interpret figures of speech in context.**
  - **Use the relationship between particular words to better understand each of the words.**
  - **Distinguish among the connotations of words with similar denotations**
- 6.ODC.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.
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by **referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**
  - Follow rules **for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**
  - Pose and respond to specific questions **with elaboration and detail** by making comments that contribute to the **topic, text, or issue under discussion.**
  - Review the key ideas expressed and **demonstrate understanding of multiple perspectives through reflection and paraphrasing.**
- 6.ODC.4: Adapt speech to a variety of contexts and tasks, **demonstrating command** of formal English when **indicated or appropriate.**
- 6.W.6 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.GC.1 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation **to set off nonrestrictive/parenthetical elements.\***
  - **b. Spell correctly.**
- 6.RC.5 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

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READING FOCUS AND ACCOMPANYING STANDARDS <i>(Key: Bold = New learning for grade level)</i>	Learning Intentions
<p><b>6.RC.5 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</b></p> <ul style="list-style-type: none"> <li>● <b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></li> <li>● <b>Analyze how 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.</b></li> <li>● <b>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</b></li> <li>● Compare and contrast texts in <b>different</b> forms or genres (e.g., stories and <b>poems; historical novels and fantasy stories</b>) in terms of their <b>approaches</b> to similar themes and topics.</li> </ul>	<p>In this unit, the learner will understand how to analyze the way a story's plot unfolds and how characters drive the plot.</p>

UNIT LEARNING INTENTIONS		
<p>In this unit, the learner will understand how to write a narrative focusing on organization (plot), word choice, and sentence fluency. In this unit, the learner will understand how to analyze the way a story's plot unfolds and how characters drive the plot.</p>		
UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS		
SURFACE <i>(I can understand ideas and/or use skills.)</i>	DEEP <i>(I can relate multiple ideas and/or skills.)</i>	TRANSFER <i>(I can apply ideas/and or skills in different contexts/disciplines.)</i>
<ul style="list-style-type: none"> <li>● I can identify the five elements (theme, characters, setting, plot, point of view) of a narrative in any given story.</li> <li>● I can summarize how characters</li> </ul>	<ul style="list-style-type: none"> <li>● I can compare and contrast an author's presentation of events with that of another (text-to-film/text-to-text).</li> <li>● I can cite supporting evidence to explain how characters drive a plot.</li> </ul>	<ul style="list-style-type: none"> <li>● Given any prompt, I can write a narrative piece about real or imagined events appropriate to task, audience, and purpose.</li> </ul>

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<p>change throughout a story.</p> <ul style="list-style-type: none"> <li>I can identify sensory language in a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can interpret sensory language in a text.</li> <li>I can revise a simple piece of writing to include sensory language.</li> </ul>	
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LEARNING PROGRESSION (WEEKLY/DAILY READING, WRITING, TALKING)		
SURFACE	DEEP	TRANSFER
<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> <li>identify the point of view, setting, and characters</li> <li>identify a theme</li> <li>label a plot diagram</li> <li>identify sensory, concrete, and figurative language</li> <li>identify errors in pronoun use</li> <li>define terms</li> </ul>	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> <li>compare and contrast an author’s presentation of events with another text or film</li> <li>explain the meaning of sensory language within a text</li> <li>explain with textual evidence the relationship between the plot and characters</li> <li>summarize the reading objectively</li> <li>explain how the sequence of events in a story changes characters</li> <li>make predictions as to how the plot will progress</li> </ul> <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> <li>clearly convey a real or imagined experience</li> <li>revise a short, lackluster passage to include strong sensory language and details</li> <li>use transition words and phrases to show the relationships between ideas</li> <li>organize a sequence of events logically</li> <li>include multiple narrative techniques such as dialogue between characters, pacing, description, and a consistent point of view</li> <li>revise and edit for clarity</li> <li>analyze terms</li> </ul>	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> <li>given any prompt, produce a clear and coherent narrative appropriate to task, audience, and purpose</li> <li>provide rationale for the narrative techniques in their writing</li> <li>produce writing which demonstrates competency</li> </ul>

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<b>REQUIRED SUMMATIVE ASSESSMENT</b>	
<b>Learning Intention</b>	Given any prompt, learners will produce a clear and coherent narrative appropriate to task, audience, and purpose. This piece can be process or on-demand, based on individual classroom needs.
<b>Success Criteria</b>	Focus on the following traits: organization (plot), sentence fluency, word choice, and conventions
<b>Resource Options for Summative Assessment</b>	ISAT brief writes practice Revisit and Edit Unit 1 PT Elements of the essay; ex. intro paragraph On-Demand prompt on pages 395-397 (My Perspectives) On-Demand Prompts Pg. 11 Narrative Writing On-Demand Prompt Many resources can also be found in the Smarter Balanced Digital Library ISIP ISAT

<b>KEY ACADEMIC VOCABULARY</b>
<ul style="list-style-type: none"><li>● Relevant, genre, task, purpose, audience, sequence of events, connotation, denotation, plot, details, pacing, pronouns (intensive, objective, reflexive, subjective, possessive), sensory language, tone, genre, antecedent, theme, central idea, objective summary, paraphrase, collaborate, elaborate, personification, non-restrictive elements</li></ul>

<b>CONTEXT:MATERIALS/RESOURCES</b>
<ul style="list-style-type: none"><li>● My Perspectives: Unit 4</li><li>● IXL ELA Online Learning</li><li>● Istation</li></ul>

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