

Standard	Unit 1 Acceptance	Unit 2 Relationships	Unit 3 Natural Disasters	Unit 4 Heroes	Unit 5 Adventure
Reading Literature					
1	F	F	F	F	F
2	F	F	F	F	F
3	F	F	S	S	S
4	F	F	F	F	F
5				F	F
6	S	S	S	S	S
7	S	S	S	S	S
8	N/A				
9				F	F
10 Ongoing					
Reading Information					
1	F	F	F	F	F
2	F	F	F	F	F
3			F	F	S
4	F	F	F	F	F
5				F	F
6			F	S	S
7				F	F
8				F	F
9	S	S	S	S	
10 Ongoing					
Writing					
1 Embedded in indicators below...					
1a					F
1b					F
1c					F
1d					F
1e					F
2 Embedded in indicators below...					
2a			F	S	S
2b				F	S
2c			F	S	S
2d				F	S
2e			F	S	S
2f			F	S	S
3a	F	S			
3b		F			
3c	F	S			
3d		F			
3e	F	S			
4	S	S	S	S	S
5	S	S	S	S	S
6	S	S	S	S	S
7					F
8				F	S
9a	F	S	S	S	S
9b				F	S
10 Ongoing					
Speaking and Listening					
1 Embedded in indicators below...					
1a	F	S	S	S	S
1b	F	S	S	S	S
1c	F	S	S	S	S
1d	F	S	S	S	S
2				F	S
3				F	F
4			F	S	S
5	S	S	S	S	S
6	S	S	S	S	S
Language					
1 Embedded in indicators below...					
1a	F	S	S	S	S
1b		F	S	S	S
1c	S	S	F	S	S
1d	S	S	S	F	S
1e	S	S	S	S	F
2 Embedded in indicators below...					
2a	S	S	S	S	S
2b	S	S	S	S	S
3 Embedded in indicators below...					
3a	S	S	S	S	S
3b	S	S	S	S	S
4 Embedded in indicators below...					
4a	S	S	S	S	S
4b	F	F	S	S	S
4c	S	S	S	S	S
4d	S	S	S	S	S
5 Embedded in indicators below...					
5a	F	F	F	S	S
5b					F
5c				F	F
6	S	S	S	S	S

F = Focus Standard S = Supporting Standard

These are the standards organized by chronological, 6 weeks units. If teachers choose not to use the themes listed here, it is the district expectation that the standards attached to each unit are taught as paced here.

Additionally, if teachers choose not to use the Model Units created by teachers and thematically designed based upon the themes listed here, teachers should complete the ELA Unit Plan Template based upon their chosen theme.

Focus standards are those that have been prioritized as highly impacting instruction, student learning, and assessment. Standards labeled supporting are those that help to build and strengthen the concepts and skills in the Focus standards.

Understand that this document will be revisited and adjusted as we learn more about assessment and instruction based upon our new standards.

Reading Literature	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Reading Informational Text	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	F	F	F	F	F	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	F	F	F	F	F
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide summary of the text distinct from personal opinions or judgments.	F	F	F	F	F	2. Determine the 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.	F	F	F	F	F
3. Describe how a particular story's drama or plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves towards a resolution.	F	F	S	S	S	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	-	-	F	F	S
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.	F	F	F	F	F	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	F	F	F	F	F
5. 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.	-	-	-	F	F	5. 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.	-	-	-	F	F
6. Explain how an author develops the point of view of the narrator or speaker in a text.	S	S	S	S	S	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	-	-	F	S	S
7. 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.	S	S	S	S	S	7. 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.	-	-	-	F	F
8. (Not applicable to literature)						8. 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.	-	-	-	F	F
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.	-	-	-	F	F	9. 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).	S	S	S	S	-
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.	S	S	S	S	S	10. 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.	S	S	S	S	S

Writing		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
1.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	-	-	-	-	ALL UNITS F
2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	-	-	F - - F F F	S F S F S S	S S S S S
3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	F - F - F	S F S F S	-	-	-
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.)	S	S	S	S	S
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	S	S	S	S	S
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.	S	S	S	S	S
7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	-	-	-	-	F
8.	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.	-	-	-	F	S
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “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.”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g. “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”).	F -	S -	S -	S F	S S
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.	S	S	S	S	S

Speaking and Listening	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	ALL UNITS F	ALL UNITS S	ALL UNITS S	ALL UNITS S	ALL UNITS S
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	-	-	-	S	S
<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reason and evidence from claims that are not.</p>	-	-	-	F	F
<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	-	-	F	S	S
<p>5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p>	S	S	S	S	S
<p>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 on page 52 for specific expectations.)</p>	S	S	S	S	S

Language	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)</p> <p>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.</p>	F - S S S	S F S S S	S S F S S	S S S F S	S S S S F
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>	ALL UNITS S	ALL UNITS S	ALL UNITS S	ALL UNITS S	ALL UNITS S
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	ALL UNITS S	ALL UNITS S	ALL UNITS S	ALL UNITS S	ALL UNITS S
<p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>)</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	S F S S	S F S S	S S S S	S S S S	S S S S
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwhasteful, thrifty</i>).</p>	F - -	F - -	F - -	S - F	S F F
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	ALL UNITS S	ALL UNITS S	ALL UNITS S	ALL UNITS S	ALL UNITS S

Grade:	Unit #:	Theme Title:	2012-2013
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INTRODUCTION: This unit outline provides a frame for designing a unit with the ultimate purpose and goal in mind first, as well as how to integrate performance tasks into a unit of instruction. *Teachers may (a) use this unit as it is described below; OR (b) use it as a model or checklist for a currently existing unit on a different topic.*

Overview	Time Frame: How long is this unit? Allocate by weeks.
Students will be able to independently use their learning to	In narrative form, use these stems to provide an overview of the unit. What are the college and career ready skills that students will gain from an English Language Arts framed study of these standards embedded in the theme of the unit? What specific understandings about the skills and concepts of these standards will students take away from this unit? What inferences should students make? What thought provoking questions will foster inquiry, meaning-making, and transfer?
Students will understand that	
Students will keep considering	

Reading Purpose	Writing Purpose (<i>argument, narrative, informational</i>)
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What is the ultimate goal and function of reading in this unit? Express this purpose in a clear and straightforward statement.	What is the ultimate goal and function of writing in this unit? Express this purpose in a clear and straightforward statement.
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Speaking and Listening Purpose	Language Purpose
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What is the ultimate goal and function of speaking and listening in this unit? Express this purpose in a clear and straightforward statement.	What is the ultimate goal and function of language in this unit? Express this purpose in a clear and straightforward statement.
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Focus Standards <i>These Focus Standards have been selected for the unit from the Common Core State Standards.</i>	Supporting Standards <i>The standards from the Common Core State Standards have been selected as secondary, supporting standards for the unit.</i>
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<input type="checkbox"/> List by strand the district determined focus standards for this unit.	<input type="checkbox"/> List by strand the district determined supporting standards for this unit.
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Learning Targets
These Learning Targets have been selected from the District Learning Targets and Progressions documents and represent the base targets needed. Depending upon student need, additional targets may be necessary.

Content	Skills
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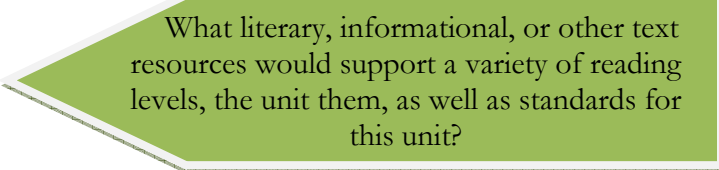

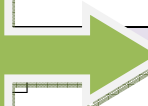
<input type="checkbox"/> Select the Learning Targets that address the facts and basic concepts students should know and be able to recall after instruction in this unit.	<input type="checkbox"/> Select the Learning Targets that address the skills and processes students should be able to use after instruction in this unit.
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Preassessment

How will you assess levels of student knowledge of the concepts and skills to be taught in this unit?

Final Performance Task (*please see the task for complete details*)

How will students demonstrate their understanding of the goals and Learning Targets (meaning-making and transfer) through complex performance?

Other Evidence and Assessment					
<input type="checkbox"/> What other evidence will you collect to determine if the goals and Learning Targets have been met? (quizzes, journals, projects, etc.)					
Vocabulary					
Domain Specific (Tier III Vocabulary)			High Utility (Tier II Vocabulary)		
<input type="checkbox"/> What is the key/essential terminology students will need to learn/master to be successful in this unit?			<input type="checkbox"/> What are the words specific to this unit/texts will expand students oral and written vocabulary as well as textual understanding?		
Suggested Works					
Literary Texts (picture books, stories, poetry)			Informational Texts (nonfiction, articles, biography)		
Title	Read Aloud	Other	Title	Read Aloud	Other
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
Art, Music, and Media		 What literary, informational, or other text resources would support a variety of reading levels, the unit them, as well as standards for this unit?			
Title	Medium				
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
Mini-Lessons (whole class)					
Reading			Writing		
<input type="checkbox"/>			<input type="checkbox"/>		
Speaking and Listening		 <input type="checkbox"/> What specific skills/concepts/strategies might need to be explicitly taught to the whole class during this lesson? 			
<input type="checkbox"/>					
Stations					
Reading Workshop Stations			Writing Workshop Stations		
<input type="checkbox"/> What specific skills/concepts/strategies can be practiced or reinforced in stations during this unit?					
Cross-Curricular Integration					
Science			Social Studies		
<input type="checkbox"/> What are opportunities for integration of science, social studies, or other subject areas?					
<input type="checkbox"/>					
Plans for Individual Differences					
Potential Intervention			Potential Extension		
<input type="checkbox"/> What are concepts/skills in this unit that students might come with deficits or might struggle with? What are ideas for addressing these issues?			<input type="checkbox"/> What are some ideas for extending and enriching the knowledge and skills of students who show evidence of mastery early in the unit?		
Other Professional Resources					
<input type="checkbox"/> What are some resources that teachers might find helpful to support instructional practice for this unit? What resources provide definition, instruction, or processes to support the understanding of concepts or skills to be taught in this unit?					