

**UR East Overview of Year 2017-2018**  
**6th Grade ELA Curriculum**  
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Your curriculum overview may have more than 6 units. Please adjust the template accordingly.

Note: ELA is utilizing Engage NY Modules which contain three units each.

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
<b>Module One</b> Close Reading/Writing to Learn- <i>Lightning Thief</i>		<b>Module Two</b> Working with Evidence- <i>Bud, Not Buddy</i>			<b>Module Three</b> Understanding Perspectives- <i>Dragonwings</i>		<b>Module Four</b> Research, Decision Making, and Forming Positions- <i>Frightful's Mountain</i>		

Module One (1 <sup>st</sup> Quarter)	Understanding(s)	Essential Question(s)
<b>CCLS for ELA:</b> <b>RL 6.1, 6.2, 6.3, 6.4, 6.6, 6.10</b> <b>RI 6.1, 6.2, 6.3</b> <b>W 6.2, 6.3, 6.4, 6.5, 6.6, 6.9, 6.10, 6.11c</b>	Enduring Understandings <i>Scholars will understand that...</i> <ul style="list-style-type: none"> <li>• The hero's journey is an archetypal storyline used over the course of time.</li> <li>• The hero's journey helps us to better understand characters in literature and their response to challenges.</li> <li>• All stories have universal elements and themes.</li> </ul>	Essential Questions <i>Scholars will consider such questions as...</i> <ul style="list-style-type: none"> <li>• What is the hero's journey?</li> <li>• What makes a myth?</li> <li>• Why do myths matter?</li> </ul>
<p><b>Performance Task focused on Transfer:</b> "My Hero's Journey" Narrative</p> <p>In this performance task, scholars will have a chance to apply their knowledge of the elements and purpose of myth as well as their deep understanding of the hero's journey. Through a series of narrative writing lessons, students will create their own hero's journey story that includes key elements of myth. Scholars will create a hero set in the ordinary world. They will then create a problem and a series of events that align with the stages of the hero's journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the series of events. <b>This performance task centers on NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2, and L.6.3.</b></p> <p><b>Common Formative Assessments:</b></p> <ol style="list-style-type: none"> <li>1. M1:U1—Lesson 9 Exit ticket (RL.6.1) (RL.6.2) (W.2.a) Assessment is a short response paragraph using two texts.</li> <li>2. M1:U2—Lesson 11 Quick write: final draft with peer review (RL 6.1) (RL 6.2) (W.6.2) Short response paragraph</li> </ol>		

Module Two (2 <sup>nd</sup> Quarter)	Understanding(s)	Essential Question(s)
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<p><b>CCLS for ELA:</b>  <b>RL 6.1, 6.2, 6.3, 6.4, 6.7, 6.9, 6.10</b>  <b>RI 6.1, 6.2, 6.3, 6.4, 6.5, 6.10</b>  <b>W 6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10, 6.11c</b>  <b>SL 6.1, 6.2</b>  <b>L 6.1, 6.2, 6.4, 6.5</b></p>	<p>Enduring Understandings  <i>Scholars will understand that...</i></p> <ul style="list-style-type: none"> <li>• People develop “rules to live by” through their own life experience.</li> <li>• These “rules to live by” are communicated through a variety of literary modes.</li> </ul>	<p>Essential Questions  <i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• What are “rules to live by”?</li> <li>• How do people formulate and use “rules” to lead better lives?</li> <li>• How do people communicate these “rules” to others?</li> </ul>
<p><b>Performance Task focused on Transfer:</b> Essay to Inform: “My Rule to Live By”</p> <p>After studying the “Rules to Live By” of Bud in Bud, Not Buddy, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), scholars will work in “research teams” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Scholars will support their thinking with facts, definitions, concrete details, quotations, and examples. As their End of Unit 3 Assessment, scholars will write their best draft of this essay. They then will self-assess, peer-critique, and receive teacher feedback based on the NYS Grades 6–8 Expository Writing Evaluation Rubric (which they are familiar with from Module 1). Then, for the final performance task, scholars will revise their essay to create a final draft. This essay centers on NYSP12 ELA Standards RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1, and L.6.2.</p>		
<p><b>Common Formative Assessments:</b></p> <p>3. M2 U1 Lesson 9-10: Finding Evidence Based Claims Graphic Organizer and short response (RL.6.1) (W.6.1)</p> <p>4. M2a U3 Lesson 6 (Essay prompt in lesson 6, final draft completed by lesson 9): Final Draft of the Evidence Based Essay (RL.6.1) (RL.6.2) (W.6.2) (W.6.5) (W.6.9)</p>		

<b>Module Three (3<sup>rd</sup> Quarter)</b>	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
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<p><b>CCLS for ELA:</b>  <b>RL 6.4, 6.5, 6.6, 6.11</b>  <b>RI 6.3, 6.4, 6.6, 6.7</b>  <b>W 6.2, 6.4a, 6.7, 6.9, 6.11</b>  <b>SL 6.2</b>  <b>L 6.2, 6.3, 6.4a</b></p>	<p><b>Enduring Understandings</b>  <i>Scholars will understand that...</i></p> <ul style="list-style-type: none"> <li>• Understanding diverse points of view helps us to live in an increasingly diverse society.</li> <li>• Newspaper articles contain multiple perspectives of the same event in order to give the reader a sense of what an event was like for a lot of different people.</li> <li>• An author’s culture, background, and purpose can affect the narrator’s point of view.</li> </ul>	<p><b>Essential Questions</b>  <i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• How does an author develop the narrator’s point of view and perspective?</li> <li>• How does an author’s culture affect his perspective, and how is that perspective communicated through his writing?</li> <li>• How does an author’s purpose affect the narrator’s point of view?</li> <li>• What is the purpose of a newspaper article?</li> </ul>
<p><b>Performance Task focused on Transfer:</b> Newspaper Article-How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco</p> <p>In this performance task, scholars have a chance to complete their learning about the 1906 San Francisco earthquake and fire and how it affected the people of San Francisco by writing a newspaper article about the event. They research to gather factual information and eyewitness accounts, and then use their research to determine an angle they want to take when writing their article. They use journalist tools and techniques like the five W’s and the inverted pyramid to make their newspaper article as authentic as possible, and they analyze real-world newspaper articles in order to build criteria for their own work. This task addresses NYSP12 ELA CCLS RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3.</p>		
<p><b>Common Formative Assessments:</b></p> <p>5. M3a:U1: Mid-Unit Assessment- Point of view, figurative language and passage connection from <u>Dragonwings</u> (RL 6.2 Question #4 on larger assessment) (W.6.1 is claim/evidence graphic organizer)</p>		

<b>Module Four (4<sup>th</sup> Quarter)</b>	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
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<p><b>CCLS for ELA:</b>  <b>RL 6.1</b>  <b>RI 6.1, 6.8, 6.9,</b>  <b>W 6.1, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10</b>  <b>SL 6.2, 6.3, 6.4, 6.5, 6.6</b>  <b>L 6.6</b></p>	<p>Enduring Understandings  <i>Scholars will understand that...</i></p> <ul style="list-style-type: none"> <li>• Human actions have environmental consequences.</li> <li>• Reading for research can lead to informed claims and powerful argument writing.</li> </ul>	<p>Essential Questions  <i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• Do the benefits of DDT outweigh its harmful consequences?</li> <li>• How do human actions affect the natural world?</li> <li>• How do different authors approach providing information and making an argument?</li> <li>• How does reading for research help me to form an opinion and make an argument?</li> </ul>
<p><b>Performance Task focused on Transfer:</b> POWTOON - DDT: Uses, Benefits and Consequences</p> <p>This performance task gives scholars a chance to demonstrate the ideas and evidence from their position papers, in which they answered the question: “Do the benefits of DDT outweigh its harmful consequences?” Scholars will create POWTOONS that serves as a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. Scholars will give a brief overview of their position prior to the showing (Speaking and listening standards are not formally assessed in the performance task, as they were taught and assessed in Unit 2 of this module.) This POWTOON is created with scholars’ peers and staff as their intended audience; however, other interested members of the community could be invited as an extension. This task addresses NYSP12 ELA Standards RI.6.1, W.6.1, W.6.4, W.6.5, and L.6.6.</p>		
<p><b>Common Formative Assessments:</b>  6.</p>		

**Common Formative Assessment (CFA)  
Common Core ELA Standards**

Standard	RI	RL	W	L	SL
6.1	5, 9	1, 2	9	2	5
6.2	5	2	2		
6.3		1			7
6.4		3, 6		6, 8	
6.5		6	2	3	
6.6		6			
6.7			8		
6.8	7		8		
6.9	8		1, 2, 9		
6.10					
6.11			6		