

Unit Descriptor:

In this multi-genre unit students will use their knowledge of text structure, organization, and purpose to read and understand expository and narrative texts. They will read informational material to build background knowledge on historical civilizations studied in social studies. They will explore the genre of folk literature and read myths, epic poetry, and legends from various civilizations. After analyzing the characters, the setting, and the significance of the historical time period, students will write an essay comparing the literature. They will respond orally and in writing, demonstrating their ability to comprehend and think critically. Students will create ABC books, reflecting on and demonstrating their learning related to the 6th grade ELA State Standards in reading, writing, listening, and speaking. Students will engage in academic conversations justifying their predictions, interpretations, and claims. They will use knowledge of context and word origins to identify unfamiliar words and phrases and use knowledge of language conventions to make writing understandable.

Unit Outcomes	Assessments	Texts
<p><u>In reading, students will:</u></p> <ol style="list-style-type: none"> 1. Use knowledge of text structure, organization, and purpose to make predictions and comprehend expository and narrative texts, focusing on folk literature and background information on various cultures connected to myths. RC 2.1, RL 3.1 2. Clarify main ideas by identifying their relationships to other sources and topics. RC 2.3 3. Clarify and understand text by taking notes. RC 2.4 4. Identify and analyze themes conveyed through characters, actions, and images within and across texts. RL 3.2, 3.6 <p><u>In language, students will:</u></p> <ol style="list-style-type: none"> 5. Clarify words through context and knowledge of roots and affixes. RW 1.2, 1.3 6. Share strategies for figuring out new words while reading. RW 1.1-1.5 7. Convey ideas clearly, orally and in writing, based on audience and purpose. <p><u>In writing, students will:</u></p> <ol style="list-style-type: none"> 8. Move from graphic organizers to writing paragraphs related to reading WS 1.1-1.3 9. Create an ABC book, reflecting on standards-based learning. WS 1.1 10. Write a compare and contrast essay. WA 2.2; WS 1.1-1.3 11. Revise writing as needed according to audience and purpose, checking for logical ideas, effective transitions, and precise vocabulary. WS 1.1, 1.6 12. Use knowledge of words and language conventions to make writing accurate and understandable. WC 1.1-1.5 <p><u>In listening and speaking, students will:</u></p> <ol style="list-style-type: none"> 13. Engage in conversations about texts, focusing on justifiable interpretations, based on thoughtful analysis. LS 1.1-1.2 14. Articulate their ideas in small and large groups, as a speaker as well as a listener. LS 1.1-1.2, 1.4-1.6 	<p>Diagnostic There is no specific diagnostic assessment for this unit. Teachers may use benchmark assessment results and/or students’ work from the previous unit to plan instruction for the specific needs of students.</p> <p>Formative <i>Includes the following:</i></p> <ul style="list-style-type: none"> • Written responses to reading • Daily anecdotal records of text-based discussions • Oral reading fluency • Quick-writes and writing prompts • Word/Language work • Exit slips/reflections • Oral presentations <p>Summative Assessment</p> <ul style="list-style-type: none"> • Compare/Contrast Essay • ABC Book (optional) <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Benchmark Assessment Quarter 4 (Cumulative) 	<p>Prentice Hall</p> <ul style="list-style-type: none"> • <i>Arachne</i>, Greek myth, p. 785 <p>Holt Ancient Civilizations</p> <ul style="list-style-type: none"> • <i>Epic of Gilgamesh</i>, p. 72 • <i>The Egyptian Cinderella</i> • <i>The Story of Savitri from India’s Mahabharata</i> • <i>Midas</i> • <i>Romulus and Remus</i> • from <i>Popol Vuh</i>, p. 444 <p>SDUSD Database</p> <ul style="list-style-type: none"> • Know (10) More Words, ProQuest

Standards

In reading, students will:

- RC 2.1 Identify the structural features of popular media and use the features to obtain information.
- RC 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- RC 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- RL 3.1 Identify the forms of fiction and describe the major characteristics of each form.
- RL 3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.
- RL 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

In language, students will:

- RW 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- RW 1.2 Identify and interpret figurative language and words with multiple meanings.
- RW 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- RW 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- RW 1.5 Understand and explain “shades of meaning” in related words.

In writing, students will:

- WC 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.
- WC 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.
- WC 1.3 Use colons after salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in a compound sentence.
- WC 1.4 Use correct capitalization.
- WC 1.5 Spell frequently misspelled words correctly.
- WS 1.1 Choose the form of writing that best suits the intended purpose.
- WS 1.2 Create multiple paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.
- WS 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- WS 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.
- WA 2.2 Write expository compositions: a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.

In listening and speaking, students will:

- LS 1.1 Relate the speaker’s verbal communication to the nonverbal message.
- LS 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- LS 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- LS 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- LS 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.