Subject: ELA **Grade:** 6 **Unit: 3** "Embracing Heritage"	**Essential Question(s)** How does heritage define us individually and as a nation?	**Vocabulary:** Biography Argument Epilogue Heritage Lore Legacy Memoir Realism Immigrants Immigration Traditional Literatures Point of View Culture

Strands	Standards	Student Learning Targets "I Can" Statements	Teacher Instructional Focus	Assessment
Reading Literary Text	**RL.6.6:** Explain how an author develops the point of view of the narrator in a text.	**I can:** Compare and contrast point of view of the narrator to characters in the text. Analyze how the author develops these different points of view.	Model for students to recognize strategies authors use to develop point of view, (e.g., revealing character's actions and thoughts, dialogue, what other characters say or think about that character). Assist students to identify details or examples in a text where the author develops the point of view of the narrator or the speaker. *The Cay by Theodore Taylor* Pre-reading Activities Vocabulary Comprehension and Discussion Questions Reading Stations Sequence Events Entrance and Exit Tickets LIFT Activities… literature and integrated language arts and writing Active Reading Guide *Number the Stars by Lois Lowry* Pre-reading Activities Vocabulary Comprehension and Discussion Questions Sequence Events Entrance and Exit Tickets Active Reading Guide Literature Unit … curriculum connections ,critical thinking skills with integrated language arts and writing *(Teacher Created Resources)*	*The Cay by Theodore Taylor* Chapter tests with vocabulary, short answer, multiple choice, and extended response Reading Stations *Number the Stars by Lois Lowry* Chapter tests with vocabulary, short answer, multiple choice, and extended response Vocabulary Tests/Quizzes Story Map

Reading Informational Text	**RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **RI.6.9:** 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).	**I can:** Analyze how key individuals, events and ideas in a text are introduced, illustrated, and elaborated. Analyze evidence in a text to support the key idea. Compare and contrast the common events in texts written by different authors (e.g., memoir written by a biography on the same person).	Model for students how to identify key ideas about individuals, events and ideas stated in a text. Explain anecdote and discuss why/how they are used in a text Illustrate using anecdotes in a story. Show samples of anecdotes in various texts. Read informational texts. Demonstrate how to compare readings. Model using a graphic organizer to record ideas and thinking processes. **Other Selections Informational Text:** "The Butterfly" by Pavel Friedmann	Chapter tests with multiple choice, short answer, and extended response Vocabulary Quizzes Discussion **(RI.6.3, RI.6.9, RI. 6.8, SL.6.3)**
Writing	**W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.	**I can:** Write an informational text. Organize my writing and use text features to help readers better understand a topic. Write an argument with clear reasons and related evidence.	Model how to write an informative/explanatory text to examine a topic and convey ideas, concepts, and information through text selection, organization, and analysis of relevant content. Demonstrate how to establish and maintain a formal style. Model how to write a conclusion that follows from the information or explanation presented. Model how to write an argument	

			about whether the reasons for current immigration are more alike or different from those who immigrated 200 years ago? Students write positions on a sticky note. Discuss preliminary ideas that helped you decide your position in small groups. Research and compare reasons people immigrated 200 years ago to the reasons people immigrate today with group. Individually, write your argument about whether the reasons are more similar or different, giving details to support your position.	American Heritage Position Paper: Write a well-developed paper on how people have been immigrating to the United States for more than 200 years. Even today, there are people who immigrate to America. Students will research and compare the reasons immigrated 200 hundred years ago to the reasons people immigrate today giving details to support position. The paper will include an engaging opening statement of position, at least three supporting details from two different sources, and a strong conclusion. Edit writing for grammar conventions and include a relevant visual from the internet. **(W.6.1, W.6.4, W.6.5, RI. 6.8, L.6.1, L.6.2a,b)**

Speaking & Listening	**S.L.6.3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**I can:** Define and identify arguments, claims, reasons, and evidence. Distinguish between supported and unsupported claims. Delineate a speaker's argument and specific claims.	Small group discussion, whole group discussions, roles in groups, creating performances, presenting, using multimedia Analyze various accounts of immigrants' experiences Identify and distinguish among facts, opinions, and reasoned judgments presented in texts.	Observation
Language	**L.6.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 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	**I can:** Use common reference materials (e.g., Dictionary, glossary or thesaurus) to find the meaning of a word. Consult print and digital reference material to find the pronunciation of a word, clarify a word's precise meaning, or determine a word's part of speech.	Show how to keep an index file of words studied while reading about immigrant experiences. Explain how to sort words by prefix, suffix, root words, meaning, or country of origin.	

	of speech. 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).			

*STAR Reading Test and OAA Baseline test will be used within the first nine weeks.