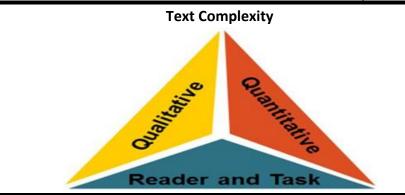## Curriculum Development Course at a Glance
Planning for 6th Grade Reading, Writing, and Communicating

Content Area	Reading, Writing, and Communicating		Grade Level	6th Grade
Course Name/Course Code				

Standard		Grade Level Expectations (GLE)	GLE Code
1.	Oral Expression and Listening	1. Successful group discussions require planning and participation by all	RWC10-GR.6-S.1-GLE.1
2.	Reading for All Purposes	1. Understanding the meaning within different types of literature depends on properly analyzing literary components	RWC10-GR.6-S.2-GLE.1
		2. Organizing structure to understand and analyze factual information	RWC10-GR.6-S.2-GLE.2
		3. Word meanings are determined by how they are designed and how they are used in context	RWC10-GR.6-S.2-GLE.3
3.	Writing and Composition	1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice	RWC10-GR.6-S.3-GLE.1
		2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop	RWC10-GR.6-S.3-GLE.2
		3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy	RWC10-GR.6-S.3-GLE.3
4.	Research and Reasoning	1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation	RWC10-GR.6-S.4-GLE.1
		2. Assumptions can be concealed, and require identification and evaluation	RWC10-GR.6-S.4-GLE.2
		3. Monitoring the thinking of self and others is a disciplined way to maintain awareness	RWC10-GR.6-S.4-GLE.3

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Text Complexity

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Lives Connected	6-8 weeks	1
You Be the Judge	6-8 weeks	2
Take a Stand	6-8 weeks	3
Through the Looking Glass	6-8 weeks	4

Unit Title	Lives Connected		Length of Unit	6-8 weeks
Focusing Lens(es)	Connections	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.6-S.1-GLE.1 RWC10-GR.6-S.2-GLE.1 RWC10-GR.6-S.2-GLE.2	RWC10-GR.6-S.3-GLE.1 RWC10-GR.6-S.3-GLE.3 RWC10-GR.6-S.4-GLE.1
Inquiry Questions (Engaging-Debatable):	• What makes a piece of literature dynamic? (RWC10-GR.6-S.2-GLE.1-EO.a.ii) • How do authors help readers make connections with texts? (RWC10-GR.6-S.2-GLE.1-EO.a.iii) and (RWC10-GR.6-S.3-GLE.1-EO.a.ii) and (RWC10-GR.6-S.3-GLE.1-a.iv)			
Unit Strands	Oral Language and Expression, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:		In writing:
	relationships, character, conflict, choice, identity, interactions, connections, communication, perspectives, experiences	Comprehension strategies (e.g. inference, synthesize, summary, schema, compare, contrast, distinguish, interpretations, identification, visualization, organization, interactions		event sequences, literary devices, literary elements, story elements, planning strategies*, genres, voice, tone, narrative techniques

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Authors connect reader to the text by creating relationships and conflict between literary characters that mirror real-world relationships and conflict. (RWC10-GR.6-S.3-GLE.1-EO.a)	What is conflict?	How is theme illustrated through the relationships and conflict of a text? (RWC10-GR.6-S.2-GLE.1-EO.a.ii)
Authors often create conflict in text through word choices, voices, and subject matters that challenge traditions. (RWC10-GR.6-S.3-GLE.1-EO.f)	What are the specific words the author uses to convey conflict in (text)?	How is reasoning and evidence used to construct implications of societal values?
Writers who demonstrate the use of conventions through well-organized ideas produce clear and coherent writing. (RWC10-GR.6-S.3-GLE.3-EO.b)	What is the purpose of effectively using writing conventions?	How do quotation marks provide structure to a narrative?
Writers use narrative techniques to effectively communicate individual perspectives and experience through written text. (RWC10-GR.6-S.3-GLE.1-EO.c)	What are the literary elements of a text? (RWC10-GR.6-S.3-GLE.1-EO.e)	How do literary devices/figurative language increase the complexity of the text?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Episodic aspects of plots (RWC10-GR.6-S.2-GLE.1-EO.a) • The significance of citing textual evidence (RWC10-GR.6-S.2-GLE.1-EO.a) • The central Idea and Theme of text (RWC10-GR.6-S.2-GLE.1-EO.a) • Structure of a summary (RWC10-GR.6-S.2-GLE.1-EO.a) • Point(s) of view in a narrative (RWC10-GR.6-S.2-GLE.1-EO.b.iii) • Differences and similarities within texts (RWC10-GR.6-S.2-GLE.1-EO.c) • Example of questions that enhance comprehension (RWC10-GR.6-S.2-GLE.1-EO.e) • The importance of word choice and dialogue to achieve an effect (RWC10-GR.6-S.2-GLE.1-EO.f) • Effective techniques for use in writing narratives (RWC10-GR.6-S.3-GLE.1-EO.a) • Planning strategies for writing (RWC10-GR.6-S.3-GLE.1-EO.b) • Organizational patterns of specific genres (RWC10-GR.6-S.3-GLE.1-EO.d,e) • Literary elements (well-developed characters, setting, dialogue, conflict) (RWC10-GR.6-S.3-GLE.1-EO.d,e) • The processes of writing (RWC10-GR.6-S.3-GLE.3-EO.e) • How authors use evidence to develop credibility (RWC10-GR.6-S.1-GLE.1-EO.g)	• Describe how a particular story's plot unfolds (RWC10-GR.6-S.2-GLE.1-EO.a) • Cite textual evidence to support what the text says as well as inferences drawn (RWC10-GR.6-S.2-GLE.1-EO.a) • Determine a theme and how is conveyed through particular details (RWC10-GR.6-S.2-GLE.1-EO.a) • Write a summary (RWC10-GR.6-S.2-GLE.1-EO.a) • Explain how an author develops point of view of the narrator (RWC10-GR.6-S.2-GLE.1-EO.b.iii) • Compare and contrast text in different forms of genres and how they address similar themes and topics (RWC10-GR.6-S.2-GLE.1-EO.c.ii) • Answer questions varying in complexity to clarify and extend comprehension (RWC10-GR.6-S.2-GLE.1-EO.e) • Identify how the author uses dialog and specific word choice to achieve an effect. (RWC10-GR.6-S.2-GLE.1-EO.f) • Write narratives (RWC10-GR.6-S.3-GLE.1-EO.a) • Employ a range of planning strategies for writing (RWC10-GR.6-S.3-GLE.1-EO.b) • Use literary elements of a text to present well organized ideas in a text (RWC10-GR.6-S.3-GLE.1-EO.d,e) • Create voice and tone in writing (RWC10-GR.6-S.3-GLE.1-EO.f) • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (RWC10-GR.6-S.3-GLE.3-EO.e) • Engage effectively in a range of collaborative discussions with diverse partners on grade appropriate topics (RWC10-GR.6-S.1-GLE.1-EO.d) • Adapt speech to a variety of contexts (RWC10-GR.6-S.1-GLE.1-EO.c) • Recognize the difference between informal and formal language (RWC10-GR.6-S.1-GLE.1-EO.h)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	The theme of a narrative is often demonstrated through the perspective of different characters and the conflicts they face.
Academic Vocabulary:	Evidence, compare/contrast, summarize, variations, conflict, transitions, , graphic organizer, analyze, inference, connection
Technical Vocabulary:	Schema, literary elements, dialogue, narrative, conventions, figurative language, tone, voice, genre, clause, theme, resolution, climax, exposition, rising action, falling action, writing process

Unit Title	You Be the Judge			Length of Unit	6-8 weeks

Focusing Lens(es)	Judgment	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.6-S.1-GLE.1 RWC10-GR.6-S.2-GLE.2 RWC10-GR.6-S.3-GLE.1 RWC10-GR.6-S.3-GLE.2 RWC10-GR.6-S.3-GLE.3		RWC10-GR.6-S.4-GLE 1 RWC10-GR.6-S.4-GLE 2 RWC10-GR.6-S.4-GLE 3
Inquiry Questions (Engaging-Debatable):	• What does it mean for something to be relevant? (RWC10-GR.6-S.3-GLE.2-IQ.1) • How do people arrive at decisions/make judgments (RWC10-GR.6-S.3-GLE.2-IQ.3-6)				
Unit Strands	Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning				
Concepts	**In content:**		**In reading:**		**In writing:**
	Identity, choice, perspective, differences, similarities, evidence, judgment, evaluation, argument, discrimination, classification, interpretation , decisions		Background Knowledge, purpose, inference, critical analysis, compare/contrast, comprehension, distinguish, justify, elaboration, imagery, central idea, summary, claims, opinion, interpret, question		Text structure, text feature, point of view, style, persuasion, inform, explain, describe, conventions

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Relevant evidence underpins effective claims and informed judgments. (RWC10-GR.6-S.3-GLE.2-EO.a)	What is relevant information?	How do we determine if information is relevant? Why is relevance so important when someone is writing? (RWC10-GR.6-S.3-GLE.2-IQ. 1)
Inferences require the effective use of textual evidence and contribute to reader's understanding(s) of a text. (RWC10-GR.6-S.2-GLE.2-EO.a.i)	What is an inference? What is evidence?	How does using textural evidence help determine the central idea of the text?
Interpretation that continually checks for bias requires thorough analysis and synthesis of resources (RWC10-GR.6-S.1-GLE.1-EO.e)	What are media sources?	How do diverse formats (visually, quantitatively, orally) contribute to the understanding of a topic? (RWC10-GR.6-S.1-GLE.1-EO.f)
Specific organizational writing strategies convey relevant information or opinions. (RWC10-GR.6-S.3-GLE.2-EO.b)	What are the components of an informational/ explanatory text?	How does organization in text create understanding? (RWC10-GR.6-S.3-GLE.2-EO.b,d) How do writer monitor their work to include information that is relevant to the topic? (RWC10-GR.6-S.3-GLE.2-IQ.2)

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Collaborative methods to expand thinking and understanding (RWC10-GR.6-S.1-GLE.1-N1) • Logical sequencing of ideas and details (RWC10-GR.6-S.1-GLE.1-EO.a) • The importance of claims and findings in informational text (RWC10-GR.6-S.1-GLE.1-EO.a) • Persuasive techniques to influence decisions and perspectives (RWC10-GR.6-.2-GLE.2-RA.3) • The differences between online and printed text organization (RWC10-GR.6-S.2-GLE.2-RA.4) • The ways in which authors use text features to affect understanding. (RWC10-GR.6-S.2-GLE.2-IQ. 1,2) • Text features and media as sources of information(RWC10-GR.6-S.2-GLE.2-N.1) and (RWC10-GR.6-S.1-GLE.1-EO.b) • A variety of diverse media formats (RWC10-GR.6-S.1-GLE.1-EO.c.e. N.3) • Internet data bases that help users identify credible sources (RWC10-GR.6-S.1-GLE.1-RA.2) • Methods to explore and comprehend he central idea of the text (RWC10-GR.6-S.2-GLE.1-EO.a) • Nonfiction writing across content areas (RWC10-GR.6-S.2-GLE.2-N.2.3) • The relationship between craft and structure and the meanings of words and phrases used in a text (RWC10-GR.6-S.2-GLE.2-EO.b.i) and (RWC10-GR.6-S.2-GLE.2-EO.d) • Proper convention use for clarity, sentence fluency and purpose (RWC10-GR.6-S.3-GLE.3-IQ.1,2,3.N.1) • Editing and vocabulary in the writing process (RWC10-GR.6-S.3-GLE.3-RA.2) and (RWC10-GR.6-S.3-GLE.2-EO.e,f, h) • A variety of print and digital sources (RWC10-GR.6-S.4-GLE.1-EO.b) • Text features (RWC10-GR.6-S.2-GLE.2-EO.f) • The attributes of multi-paragraph compositions (clear topic, logical organization , effective use of detail – etc). (RWC10-GR.6-S.3-GLE.2-EO.e)	• Sequence ideas logically, using pertinent descriptions, facts and details. (RWC10-GR.6-S.1-GLE.1-EO.a) • Present claims and findings (RWC10-GR.6-S.1-GLE.1-EO.a) • Distinguish claims that are supported or not with evidence. (RWC10-GR.6-S.1-GLE.1-EO.f) • Interpret and integrate information presented in diverse media formats. (RWC10-GR.6-S.1-GLE.1-EO.c.e) • Use key ideas and details to cite textual evidence to support analysis of what the text says. (RWC10-GR.6-S.2-GLE.2-EO.a) • Determine central idea of a text (RWC10-GR.6-S.2-GLE.1-EO.a) • Determine an author's point of view or purpose in a text (RWC10-GR.6-S.2-GLE.2-EO.b.iii,IQ.4) • Read and comprehend literary non-fiction (RWC10-GR.6-S.2-GLE.2-EO.d) • Generate questions, make/confirm predictions, make inferences, cause/effect and draw conclusions based on text structures. (RWC10-GR.6-S.2-GLE.2-EO.e, RA 1,2) • Use information form texts and text features to answer questions. (RWC10-GR.6-S.2-GLE.2-EO.f) • Use context as a clue to the meaning of a word or phrase (RWC10-GR.6-S.2-GLE.3-EO.a) • Use academic and domain specific vocabulary (RWC10-GR.6-S.2-GLE.3-EO.c) • Employ a range of planning strategies (RWC10-GR.6-S.3-GLE.1-EO.b) • Write informative/explanatory text to explain and convey ideas (RWC10-GR.6-S.3-GLE.2-EO.b) • Write arguments to support claims using clear reasons and relevance. (RWC10-GR.6-S.3-GLE.2-EO.a) • Organize information into a coherent essay or report. (RWC10-GR.6-S.3-GLE.2-EO.d) • Improve clarity of paragraphs and transitions (RWC10-GR.6-S.3-GLE.2-EO.g) • Critique persuasive elements of a peers writing. (RWC10-GR.6-S.3-GLE.2-EO.i) • Demonstrate the use of appropriate conventions(RWC10-GR.6-S.3-GLE.3-EO.a) • Use technology to produce and publish writing as well a to interact with others (RWC10-GR.6-S.3-GLE.3-EO.f) • Gather relevant information from multiple print and digital sources (RWC10-GR.6-S.4-GLE.1-EO.b)

	• Use information from text and text features to answer questions (RWC10-GR.6-S.2-GLE.2-EO.f)
	• Determine strengths and weaknesses of their thinking & thinking of others using relevant criteria (RWC10-GR.6-S.4-GLE.3-EO.a)
	• By the end of the year, read and comprehend all types of texts at the 6ᵗʰ grade level (RWC10-GR.6-S.2-GLE.1-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Relevant details provide organization and structure that allows the reader to make claims and judgments about the text.*
Academic Vocabulary:	Digital source, credibility, relevant, cite textual evidence, text features, multimedia, analysis, persuasion, pertinent
Technical Vocabulary:	Point of view, claim, judgment, context clues, credible sources, main idea

Unit Title	Take a Stand		Length of Unit	6-8 weeks
Focusing Lens(es)	Justice	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.6-S.1-GLE.1 RWC10-GR.6-S.2-GLE.1 RWC10-GR.6-S.2-GLE.2 RWC10-GR.6-S.2-GLE.3	RWC10-GR.6-S.3-GLE.2 RWC10-GR.6-S.3-GLE.3 RWC10-GR.6-S.4-GLE.1 RWC10-GR.6-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• What is justice? How do you know if something is just/unjust? • How do biases interfere with critical thinking? (RWC10-GR.6-S.4-GLE.2-IQ.4)
Unit Strands	Oral Language and Expression, Reading for all Purposes, Writing and Composition, Research and Reasoning
Concepts	In content:	In reading:	In writing:
	Identify, conflict, choice, discrimination, order, fairness, equality, perspective, integrity, ethics, bias, stereotype, compromise ,negotiation, data, opinion	Critique, inference, self-reflection, analyze, purpose, assumptions, clarify, validity	Text features, text structures, sources, conventions, cite, research, organization, collaborations, tools

Generalizations My students will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
The collaborative process can contribute to just forms of communication by generating/respecting different opinions, cultivating individual self-reflection, and promoting group compromise. (RWC10-GR.6-S.4-GLE.3-EO.b.IQ.1)	What are the elements of compromise? (RWC10-GR.6-S.1-GLE.1-RA.1)	How can compromise and negotiation in collaboration be important tools? (RWC10-GR.6-S.4-GLE.1-RA.2)
Sharing ideas in the collaborative process provides a meaningful way to challenge personal opinions through personal reflection and group insight/feedback. (RWC10-GR.6-S.4-GLE.3-EO.a) and (RWC10-GR.6-S.4-GLE.1.RA.2)	What are personal opinions?	What happens when members of a group don't listen to one another? (RWC10-GR.6-S.1-GLE.1-IQ.1.3.4) How are personal opinions formed and/or adjusted?
Utilizing research tools enables learners to conduct organized, cohesive research projects through the use of multiple resources, different perspectives, and relevant data. (RWC10-GR.6-S.4-GLE.1-EO.a; N.1)	What are effective research tools?	How are these tools used by professionals in their field? (RWC10-GR.6-S.4-GLE.1-IQ.3.4)
Recognizing personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens. (RWC10-GR.6-S.4-GLE.2-EO.a.c.e)	What is an assumption? What does it mean to be biased?	How do assumptions shape peoples thinking? Why is it important to be open-minded? When are assumptions helpful?

Critical Content: My students will **Know…**	Key Skills: My students will be able to **(Do)…**
• The advantages of compromises and negotiation (RWC10-GR.6-S.4-GLE.1-RA.3) • The research process across all content areas. (RWC10-GR.6-S.4-GLE.1-N.1) • Historians' use of situational, contextual, and temporal evidence. (RWC10-GR.6-S.4-GLE.2-RA.3) • Methods for assessing the credibility of a source or resource (RWC10-GR.6-S.4-GLE.2-EO.a-e) • Tools to use in a small group to organize discussion (RWC10-GR.6-S.1-GLE.1-IQ.5) • The value and use of electronic resources and hyper-text, quick search features to find information on unfamiliar topics. (RWC10-GR.6-S.2-GLE.3-RA.2.3) • Steps to take to help monitor research for fairness and bias. (RWC10-GR.6-S.4-GLE.3-RA.3; N.1, 2) • Strategies for individual, small group and large group projects (RWC10-GR.6-S.4-GLE.1-N.2; IQ.5)	• Conduct a short research project (RWC10-GR.6-S.4-GLE.1-EO.a) • Glean evidence from literary or informational text to support analysis, reflection and research. (RWC10-GR.6-S.4-GLE.1-EO.c) • Work as an individual, small group, and large group (RWC10-GR.6-S.4-GLE.1-N2; IQ.5) • Choose an appropriate question or issue to research. (RWC10-GR.6-S.4-GLE.1-N.3) • Select an appropriate method to conduct research (RWC10-GR.6-S.4-GLE.1-RA.4) • Utilize available resources including graphs, charts and other access features (RWC10-GR.6-S.4-GLE.1-IQ.1.2) • Hold themselves and others accountable for sharing the work load(RWC10-GR.6-S.4-GLE.1-IQ.1.5) • Compromise and negotiate in small and large groups (RWC10-GR.6-S.4-GLE.1-RA.3) • Recognize that assumptions shape peoples thinking(RWC10-GR.6-S.4-GLE.1-IQ1) • Integrate information presented in different media or formats (RWC10-S.2-GLE.2-EO.c.i) • Trace and evaluate arguments (RWC10-S.2-GLE.2-EO.c.ii)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Group research requires compromise, keeping an open mind, and an understanding of perspective to accomplish the collaborative goal.*
Academic Vocabulary:	Research, evaluate, collaborate, research tools, assumptions, compromise, contributing, reflection, interpret, cite, opinions, data, evaluate, assess, perspective, relevant, bias, prejudice, metacognition
Technical Vocabulary:	Bibliography, APA, MLA, editing process(es)

Unit Title	Through the Looking Glass		Length of Unit	6-8 weeks
Focusing Lens(es)	Perspectives	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.6-S.1-GLE.1 RWC10-GR.6-S.2-GLE.1 RWC10-GR.6-S.2-GLE.2 RWC10-GR.6-S.2-GLE.3	RWC10-GR.6-S.3-GLE.1 RWC10-GR.6-S.3-GLE.3

Inquiry Questions (Engaging-Debatable):	• What do authors do to help readers create imagery? (RWC10-GR.6-S.2-GLE.1-IQ.2) • How do specific words help readers visualize a scene? (RWC10-GR.6-S.2-GLE.1-IQ.2) • How is writing influenced by the author's context and perspective? (RWC10-GR.6-S.3-GLE.1-EO.c)
Unit Strands	Oral language and expression, Reading for all Purposes, Writing and Composition, Research and Reasoning

Concepts	In content:	In reading:	In writing:
	Inner conflict, love, loss, sacrifice, greed, identity, choice, values, perspective, relationships, reader	Connections, collaboration, background knowledge, summary, interactions, imagery, perspective, compare/contrast,	Figurative language, cadence, expression, sentence fluency, text features, genres, voice, tone, mood, stanza, audience, conventions, roots and affixes, style, literary devices, theme, word choice, personification

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Through exposure to the perspectives of various authors, writers can develop multiple styles and a wide array of writing strategies. (RWC10-GR.6-S.2-GLE.1-N.2)	What are the skills that make an effective writer?	How does an author's style influence a person's writing? What makes a piece of writing interesting to read?
Readers analyze purpose and discover themes and topics in writing by comparing and contrasting, (RWC10-GR.6-S.2-GLE.1-EO.c)	What are some various genres we read?	How are genres alike and different?
Connections to multiple literature sources fosters a learner's ability to choose literary texts that expand interests and broaden views (RWC10-GR.6-S.2-GLE.1-EO.d.i; RA.2)	What is a clear, contextualized example of a relevant source of information? Defend.	Why might a reader choose a Fantasy over a Realistic Fiction?
Analyzing specific word choice clarifies meaning, tone, imagery and purpose in reading and writing by allowing the learner to visualize text. (RWC10-GR.6-S.2-GLE.1-EO.c)	What is tone? (RWC10-GR.6-S.2-GLE.1-EO.b.i; IQ.2; N.1)	How does understanding the author's word choice contribute to imagery?

Critical Content: My students will **Know…**	Key Skills: My students will be able to **(Do)…**
• Examples of how specific word choices convey the quality of experience(s) . (RWC10-GR.6-S.1-GLE.1-EO.a.iv.) • Perspectives offered within a variety of literature on a given topic. (RWC10-GR.6-S.2-GLE.1-EO.c.ii) • Roots and affixes(RWC10-GR.6-S.2-GLE.3-EO.a.iii) • A variety of reading strategies to monitor comprehension. (RWC10-GR.6-S.2-GLE.3-EO.a.i.ii.IQ.3) • The importance of comparing and contrasting texts. (RWC10-GR.6-S.2-GLE.1-EO.c.iii) • A range of literary devices (alliteration, onomatopoeia, rhyme, simile, metaphor, personification, graphic elements) to create imagery and high interest writing. (RWC10-GR.6-S.3-GLE.1-EO.c.f) • The specific ways in which writing/grammatical errors prevent a reader from understanding the author's ideas and intentions. (RWC10-GR.6-S.3-GLE.3-EO.b; IQ.1.4)	• Use precise words and phrases to convey experiences (RWC10-GR.6-S.1-GLE.1-EO.a.iv.) • Recognize that language bring s a piece of writing to life for a reader (RWC10-GR.6-S.3-GLE.1; IQ.2) • Identify roots and affixes, determine meanings and transfer knowledge. (RWC10-GR.6-S.2-GLE.3-EO.a.iii; IQ.1.2; N1; RA.1) • Use context as a clue to meaning of a word or a phrase to monitor comprehension (RWC10-GR.6-S.2-GLE.3-EO.a.i.ii; IQ.3) • Demonstrate an understanding of figurative language, word relationships, nuances and word meanings (RWC10-GR.6-S.2-GLE.3-EO.b) • Compare and contrast texts in different genres in terms of their approaches to similar themes and topics. (RWC10-GR.6-S.2-GLE.1-EO.c.iii) • Use a variety of on-line resources and text(s) from across different content areas to gather ideas and differing perspectives (RWC10-GR.6-S.3-GLE.1-IQ.3; RA.1.2) • Access online resources and texts. (RWC10-GR.6-S.3-GLE.1-IQ.3; RA.1.2) • Apply 6ᵗʰ grade standards to literature and non-fiction (RWC10-GR.6-S.4-GLE.1-EO.iii, iv) • Employ synonyms and antonyms to help understand word meanings (RWC10-GR.6-S.2-GLE.3-EO.iv) • Consult reference materials (RWC10-GR.6-S.2-GLE.3-EO.v) • Verify word meanings using appropriate resources, as needed (RWC10-GR.6-S.2-GLE.3-EO.vi)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Genres of writing have different purposes, but can be connected to a central theme.*
Academic Vocabulary:	Topic, Connections, point of view, background knowledge, interactions, imagery, perspective, compare/contrast, relationships
Technical Vocabulary:	Genre, theme, author's perspective, roots, affixes, authors purpose, voice, mood, tone, word choice