

# KPBSD ELA CURRICULUM

## 6<sup>TH</sup> GRADE UNIT 2

### Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Students will understand...	Students will keep considering... <ul style="list-style-type: none"> <li>• What is textual evidence?</li> <li>• What is author's purpose?</li> <li>• What are informative writing and texts?</li> <li>• How might readers determine meaning of words?</li> <li>• What skills are needed in collaborative discussion?</li> <li>• What skills are needed in the writing process (i.e. drafting, revising, and editing)?</li> </ul>
Acquisition		
Students will know... <ul style="list-style-type: none"> <li>• How to write informative paragraphs.</li> <li>• How to use textual evidence to support a conclusion.</li> <li>• How to determine theme and support it with textual evidence.</li> <li>• How to determine author's purpose in informative texts.</li> <li>• How to use correct grammar skills.</li> <li>• How to use collaborative skills.</li> </ul>		

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### Evidence

Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Write informational paragraphs supported with textual evidence independently and in groups.</li> <li>• Make inferences about a text.</li> <li>• Revise and self-edit writing.</li> <li>• Compare and contrast details from texts in an informative paragraph.</li> <li>• Write informative paragraphs identifying event outcomes from a text.</li> <li>• Identify a problem found in a text and present a possible solution in an informative paragraph.</li> <li>• Work in collaborative groups to determine theme of a text and present findings with supporting textual evidence.</li> <li>• Independently determine theme of a text.</li> <li>• Use word processing software to produce written work.</li> <li>• Produce conclusions to comprehensive textual questions written in complete sentences.</li> <li>• Use a print and digital dictionary to find meanings of words.</li> <li>• Determine the actual meaning of a word (denotative) and the emotional meaning of a word (connotative).</li> <li>• Summarize main events from a text.</li> <li>• Take notes from a digital source.</li> <li>• Read and summarize main ideas from an informative text.</li> <li>• After reading a text, compare and contrast it with the film or audio version.</li> </ul>	
<a href="#">6th grade paragraph checklist</a>	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
<b>Vocabulary</b>		
Textual Evidence Summarize Theme Quote	Paraphrase Connotation Denotation Inference	Analysis Fact Compare/Contrast Text Dependent Analysis (TDA)

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### Technology Skills

I can...

- Use the home row and accurately type 30 wpm using proper techniques.
- Use electronic mail and attach documents appropriately.
- Apply my existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Cut, paste, crop, and transfer from a variety of sources. (scan, digital camera, clip art, graphics, etc.)
- Use a hyperlink.
- Use the Internet to find information in an efficient way.
- Explain plagiarism and will behave in an ethical manner.
- Cite sources for information in an acceptable manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.