

GR 6 Schoolwide Unit 02 (Personal Narrative)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **Nov. - Dec.**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: Personal Narrative

Essential Question: What are the features of personal narratives?

Standards

Language Domain

ELA.L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
ELA.L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
ELA.L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
ELA.L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
ELA.L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
ELA.L.SS.6.1.F	Recognize spelling conventions.
ELA.L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
ELA.L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

ELA.L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.

Writing

ELA.W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
ELA.W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
ELA.W.NW.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
ELA.W.NW.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
ELA.W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
ELA.W.NW.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
ELA.W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
ELA.W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

ELA.SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
ELA.SL.PE.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
ELA.SL.PE.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
ELA.SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
ELA.SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
ELA.SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
ELA.SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays

ELA.SL.AS.6.6

in presentations to clarify information.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Materials/Activities/Resources

Core materials:

- Schoolwide Writing
- Mentor Texts
- Writer's Notebooks

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

Technology

CS.6-8.8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.
CS.6-8.8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
CS.6-8.8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
CS.6-8.8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

Summative Assessment

- Process Pieces

- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

VA.6-8.1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Problem Solving, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

Career Readiness, Life Literacy and Key Skills

WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
WRK.9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

