

Grade Level: 6	Trimester 3	Length_ 12 weeks
<b>Unit 3 SELF-ADVOCACY: finding your voice</b>		
<p><b>Unit Overview</b></p> <p>How does self-advocacy lead to overcoming adversity? What are the common attributes among fictional and non-fictional characters that allow self-advocacy to fight for their own position in the worlds? In this unit, students will read poetry, fiction, short stories and informational text to identify examples of how characters use words and actions to self-advocate. They will study the theme of self-advocacy through poems. They will also read multiple informational texts to synthesize information to support a position. Students will take part in literature circles with books focused on the themes of self-advocacy and overcoming adversity. They will connect those examples to their own experiences and to other characters in literature.</p>		
<p><b>Focus Standards</b></p> <p><b>Bold = assessment included</b></p> <p>RL.</p> <ol style="list-style-type: none"> <li>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> </ol> <p><i>Craft and Structure</i></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> </ol>		

- 6. Explain how an author develops the point of view of the narrator or speaker in a text.
- 10. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6.

- 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 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).

*Craft and Structure*

- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

*Integration of Knowledge and Ideas*

- 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 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).

W. 6.

- 1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) and organize the reasons and evidence clearly.
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

- d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from the argument presented.
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2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.
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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 65.)
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6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
  - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
- SL.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.

- 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.
  - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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.
  3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
  4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
  5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
  6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 65 for specific expectations.)
- L.7.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
    - b. Use intensive pronouns (e.g., *myself*, *ourselves*).
    - c. Recognize and correct inappropriate shifts in pronoun number and person.\*
    - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
    - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*
  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
    - b. Spell correctly.
- Knowledge of Language*
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    - a. Vary sentence patterns for meaning, reader/listener interest, and style.\*
    - b. Maintain consistency in style and tone.\*

- 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.
- 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.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
  - 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 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).
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- 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., personification) in context.
  - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
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- 6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Overarching Standards:**

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Key Understandings to Explore**

*Students will understand that:*

Self-advocacy leads to overcoming struggles and adversity.  
 Finding your personal voice contributes to one’s ability to self-advocate  
 Certain universal attributes lead to success.  
 We learn things about ourselves through characters in literature.  
 Self-advocacy requires inner strength and determination.

**Essential Questions for thought, discussion, and collaboration**

What character traits are necessary for self-advocating?  
 How can adversity enable a character to fight for himself?

**Declarative and Factual Knowledge (Recall, memorize, define)**

*Students will know...*

- Theme
- Story or drama elements
- Structure of a drama (flashback)
- Point of View
- Characters
- Narrator
- Audio, film, stage and multimedia techniques
- Literature genres
- Poetry (similes)
- Comprehension strategies
- Impact of word choice
- Tone
- Different authors present key information in different ways
- Evidence interpretation of facts
- Range of topics in informational text
- Informative, explanatory, compare/contrast text structure
- Transition words and phrases
- Formal writing style

**Skills (Organize, apply, analyze, integrate, evaluate)**

*Students will be able to....*

- Determine the theme or central idea of a text
- Identify the elements of a story or drama
- Analyze how the form or structure helps to convey the meaning of the drama.
- Describe the different points of view of characters or narrators in a text
- Analyze how the author develops and contrasts these points of view
- Compare and contrast a written text with its audio, filmed, staged, or multimedia version.
- Read grade-level literature, poetry and informational text
- Apply comprehension strategies
- Demonstrate understandings of texts read
- Identify unknown words and phrases in text
- Recognize and analyze the impact of word choice on meaning and tone
- Identify key points of two or more authors on the same topic
- Analyze how authors emphasize and present different evidence

<ul style="list-style-type: none"> <li>• Writers write for different purposes and audiences</li> <li>• Rules for class discussion</li> <li>• Dictionary/thesaurus skills</li> <li>• Ethos</li> <li>• Pathos</li> <li>• Logos</li> <li>• Elements of Persuasion</li> </ul>	<p>and interpretation of facts</p> <ul style="list-style-type: none"> <li>• Write various texts using the particular text structure</li> <li>• Include preview of topic in the introduction</li> <li>• Use facts, definitions, details, quotations, etc to develop topic</li> <li>• Use appropriate transition words, phrases and clauses</li> <li>• Use precise language and domain-specific vocabulary</li> <li>• Employ a formal writing style</li> <li>• Write a concluding statement</li> <li>• Write routinely over time for a range of audiences and purposes</li> <li>• Pose questions that elicit elaboration</li> <li>• Acknowledge new viewpoints</li> <li>• Locate the meaning/usage of a word</li> </ul>
<p><b>Key Vocabulary:</b></p>	
<p><b>Performance Assessments (may be formative or summative)</b></p> <p>Summative:</p> <p>Compare/Contrast Essay: Compare and contrast how two characters from different novels are able to overcome adversity</p> <p>Product invention and commercial-</p> <p>Persuasive essay: 5 paragraph essay persuading your reader to travel to your country.</p>	<p><b>Other Evidence/Assessments</b></p> <ul style="list-style-type: none"> <li>- Literature circle journal entries</li> <li>- Ongoing chart of perseverance character traits and textual evidence</li> <li>- Venn Diagram comparing and contrasting two sources</li> </ul>

Unit Title (continued from previous page):

**Literary Texts: Poems**

**Literary Texts: Stories/Novels**

**Picture Books:**

*The Little Engine That Could, The Carrot Seed, The Very Busy Spider, The Dot, Horton Hatches the Egg, Ish, Mike Mulligan and his Steam Shovel, Swimmy, Tortoise and the Hare, Mirette on the High Wire, Amazing Grace, Ox Cart Man, Brave Irene, Chair for My Mother*

**Non-fiction:**

*Nonfiction article about Iqbal Masih*

*Nonfiction article about Salva Dut*

**Fable/Folktale:**

**Other Media:**

**Infomercial- Magic Bullet**

**Short Stories:**

**Informational Texts**

**Independent Novels**

Mockingbird by Kathryn Erskine

Touching Spirit Bear by Ben Mikaelson

Out of my mind Sharon Draper

Day of Tears Julius Lester

Dear America: Might of angels by Andrea Davis Pinkey

Watsons go to Birmingham by Christopher Paul Curtis

**Art/Music/Media**

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*Special thanks to Jennifer Eisenberg, Brett Berkman and the Framingham Public Schools for use of the Curriculum Unit Template*

**Online Resources**

[www.lonelyplanet.com](http://www.lonelyplanet.com)

**Differentiation for Struggling Learners and ELL**

For Independent Reading (in lieu of a novel):

- scaffolded reading

Audio books

Guided questions

- Graphic organizers for writing assignments

- Venn Diagram to organize compare and contrast

- Paragraph frames

**Interdisciplinary Connections**

- Geography connection