

Grade 6 – Module 1

Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Percy Jackson and the Hero’s Journey		
<ul style="list-style-type: none"> • Begin <i>The Lightning Thief</i>. • Make inferences about character. 	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of literary text. (RL.6.1.1) • I can describe how the characters change throughout a literary text. (RL.6.1.3) 	
<ul style="list-style-type: none"> • Read informational article about “the hero’s journey.” • Analyze the stages of the hero’s journey. 	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of literary text. (RL.6.1.1) • I can describe how the characters change through a literary text (RL.6.1.3) 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Inferring about the Main Character in <i>The Lightning Thief</i> (RL.6.1.1 and RL.6.1.3)
<ul style="list-style-type: none"> • Evaluate Percy as an archetypal hero. 	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of literary text. (RL.6.1.1) • I can describe how the characters change through a literary text (RL.6.1.3) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1.1) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.3.9) 	<ul style="list-style-type: none"> • End of Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy’s Experiences Align with “The Hero’s Journey” (RL.6.1.1, RL.6.1.3, RI.6.1.1, and W.6.3.9)
Unit 2: Elements and Theme of Mythology in <i>The Lightning Thief</i>		
<ul style="list-style-type: none"> • Read myths to understand their purpose and elements. • Read informational text about elements of myth. 	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of literary text. (RL.6.1.1) • I can determine a theme based on details in a literary text. (RL.6.1.2) • I can describe how the plot evolves throughout a literary text. (RL.6.1.3) 	

<ul style="list-style-type: none"> • Read key myths alluded to in <i>The Lightning Thief</i>. 	<ul style="list-style-type: none"> • I can determine a theme based on details in a literary text. (RL.6.1.2) • I can determine the meaning of literal and figurative language in literary text. (RL.6.2.4) • I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.1.2) • I can use evidence from a variety of grade appropriate text to support analysis, reflection, and research. (W.6.3.9) 	<ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus. (RL.6.1.1, RL.6.1.2, RI.6.1.1, W.6.1.2, and W.6.3.9.)
<ul style="list-style-type: none"> • Work in groups to read and identify the elements and interpret the theme of a single myth. • Write a literary essay analyzing how understanding a classic myth deepens understanding of <i>The Lightning Thief</i>. 	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of literary text (RL.6.1.1) • I can determine a theme based on details in a literary text. (RL.6.1.2) • I can determine the meaning of literal and figurative language in literary text. (RL.6.2.4) • I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.1.2) • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.3.9) • I can use correct grammar and usage when writing or speaking. (L.6.1.1) 	<ul style="list-style-type: none"> • End of Unit 2 Assessment: Literary Analysis—Connecting Themes in “Cronus” and <i>The Lightning Thief</i> (RL.6.1.1, RL.6.1.2, W.6.1.2, W.6.2.5, W.6.3.9, and L.6.1.1a, b, c, d).
<p>Unit 3: Culminating Project: My Hero’s Journey Narrative</p>		
<ul style="list-style-type: none"> • Plan a hero’s journey story based on the archetypal story line. 	<ul style="list-style-type: none"> • I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.1.2) • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.3.9) 	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Crosswalk Between between My Hero’s Journey and “The Hero’s Journey” Informational Text. (W.6.1.2, W.6.1.3a, and W.6.3.9)

<ul style="list-style-type: none"> • Write a hero’s journey story based on the archetypal story line. • Critique and revise hero’s journey story. 	<ul style="list-style-type: none"> • I can describe how the characters change throughout a literary text. (RL.6.1.3) • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.1.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.2.4) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.2.5) • I can use technology to publish a piece of writing. (W.6.2.6) • I can create poetry, stories, plays, and other literary forms (e.g. videos, art work) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.1.2) • I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.1.3) • I can maintain consistency in style and tone when writing and speaking. (L.6.1.3) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Final Draft of Hero’s Journey Narrative (W.6.1.3 and W.6.11c) • Final Performance Task: My Hero’s Journey Narrative (RI.6.1.3, W.6.1.3, W.6.2.4, W.6.2.5, W.6.2.6, W.6.11c, L.6.1.2 and L.6.2.3.)
<ul style="list-style-type: none"> • Plan a hero’s journey story based on the archetypal story line. 	<ul style="list-style-type: none"> • I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.1.2) • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.3.9) 	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Crosswalk Between between My Hero’s Journey and “The Hero’s Journey” Informational Text. (W.6.1.2, W.6.1.3a, and W.6.3.9)

Grade 6 – Module 3A

Instructional Focus

Long-Term Targets

Assessments

Unit 1: Narrator’s Point of View and Evidence of Author’s Perspective in *Dragonwings*

- Begin *Dragonwings*.
- Analyze *Dragonwings* for point of view, figurative language, tone, and meaning

- I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.2.4)
- I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.2.4)
- I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.2.5)
- I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.2.6)
- I can use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of a word or phrase. (L.6.3.4a)
- I can create and present a text or art work in response to a literary work.
- I can develop a perspective or theme supported by relevant details.
- I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

- Mid-Unit 1 Assessment: Point of View, Figurative Language, and Passage Connections from *Dragonwings* (RL.6.2.4, RL.6.2.5, RL.6.2.6, L.6.3.4a, W.6.11, W.6.11a, W.6.11b, W.6.11c)

- Analyze excerpts of Lawrence Yep’s autobiography *The Lost Garden* for how his culture affected his perspective
- Analyze excerpts of *Dragonwings* for evidence of Lawrence Yep’s perspective and connotative language

- I can explain how an author’s geographic location or culture affects his or her perspective. (RL.6.2.6a)

- End of Unit 1 Assessment: Evidence of Author’s Perspective in *Dragonwings* (RL.6.2.4, RL.6.2.6a)

Unit 2: Comparing Varying Points of View of the Same Topic or Event

<ul style="list-style-type: none">• Closely read excerpts of Emma Burke’s eyewitness account of the 1906 San Francisco earthquake and fires to identify her point of view and determine how she conveys it.• Analyze Emma Burke’s eyewitness account to identify how she introduces, illustrates, and elaborates on the earthquake, the immediate aftermath, and the relief camps.	<ul style="list-style-type: none">• I can analyze how key individuals, events, or ideas are developed throughout a text. (RI.6.1.3)• I can use a variety of strategies to determine word meaning in informational texts. (RI.6.2.4)• I can determine an author’s point of view or purpose in an informational text. (RI.6.2.6)• I can explain how an author’s point of view is conveyed in an informational text. (RI.6.2.6)• I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.• I can self-select text to develop personal preferences.• I can establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	<ul style="list-style-type: none">• Mid-Unit 2 Assessment: Analyzing the Author’s Point of View: Relief Camps (RI.6.1.3, RI.6.2.6, RI.6.2.4)
<ul style="list-style-type: none">• Compare Emma Burke’s point of view of the immediate aftermath of the earthquake with the point of view of Moon Shadow from <i>Dragonwings</i>.• Analyze a model literary analysis essay in order to write a literary analysis comparing the points of view of Moon Shadow in <i>Dragonwings</i> and Emma Burke—in order to explain how author’s purpose affects narrator’s point of view.	<ul style="list-style-type: none">• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.1.2)<ul style="list-style-type: none">– I can introduce the topic of my text. (W.6.1.2a)– I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). (W.6.1.2a)– I can include headings, graphics, and multimedia to help readers understand my ideas. (W.6.1.2a)	<ul style="list-style-type: none">• End of Unit 2 Assessment: Literary Analysis: How does Author’s Purpose Affect Point of View (W.6.1.2a, b, c, d, e, f, g, h, W.6.3.9, W.6.3.9a, L.6.1.2, L.6.1.2a, L.6.2.3b)

- I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.1.2b)
- I can use transitions to clarify relationships among my ideas. (W.6.1.2c)
- I can use contextually specific language/vocabulary to inform or explain about a topic. (W.6.1.2d)
- I can establish and maintain a formal style in my writing. (W.6.1.2e)
- I can construct a concluding statement or section of an informative/explanatory text. (W.6.1.2f)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.3.9)
 - I can 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”). (W.6.3.9a)
- I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.1.2)
 - I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (L.6.1.2a)
 - I can spell correctly. (L.6.1.2b)

Unit 3: Writing a Newspaper Article about the 1906 San Francisco Earthquake and Fires

<ul style="list-style-type: none"> • Research factual information and eyewitness sources about how the earthquake and fires affected the people of San Francisco. • Make connections between different kinds of literary text—including poems, plays, and short stories—about the earthquake and fires. 	<ul style="list-style-type: none"> • I can use a variety of media to develop and deepen my understanding of a topic or idea. (RI.6.3.7) • I can conduct short research projects to answer a question. (W.6.3.7) • I can use several sources in my research. (W.6.3.7) • I can refocus or refine my question when appropriate. (W.6.3.7) • I can interpret information presented in different media and formats. (SL.6.1.2) • I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.1.2) • I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. 	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Researching and Interpreting Information (W.6.3.7, SL.6.1.2)
<ul style="list-style-type: none"> • Analyze newspaper articles and craft in order to generate criteria for an effective newspaper article. • Use criteria to write a newspaper article about how the 1906 San Francisco earthquake and fires affected the people of San Francisco, featuring all of the criteria of an effective newspaper article. 	<ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.1.2) • I can introduce the topic of my text. (W.6.1.2a) • I can organize my information using various strategies (e.g. definition/classification, comparison/contrast, cause/effect). (W.6.1.2a) • I can include headings, graphics, and multimedia to help readers understand my ideas. (W.6.1.2a) • I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.1.2b) • I can use transitions to clarify relationships among my ideas. (W.6.1.2c) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Writing a Newspaper Article (RI.6.3.7, W.6.1.2a, W.6.2.4a, W.6.3.9, L.6.2.3a, L.6.2.3b) • Final Performance Task: Newspaper Article (RI.6.3.7, W.6.1.2, W.6.2.4a, W.6.3.9, and L.6.2.3)

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| | <ul style="list-style-type: none">• I can use contextually specific language/vocabulary to inform or explain about a topic. (W.6.1.2d)• I can establish and maintain a formal style in my writing. (W.6.1.2e)• I can construct a concluding statement or section of an informative/explanatory text. (W.6.1.2f)• I can produce text (print or non-print) that explores a variety of cultures and perspectives. (W.6.2.4a)• I can conduct short research projects to answer a question. (W.6.3.7)• I can use several sources in my research. (W.6.3.7)• I can refocus or refine my question when appropriate. (W.6.3.7)• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.3.9)• I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.2.3a)• I can maintain consistency in style and tone when writing and speaking. (L.6.2.3b) | |
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