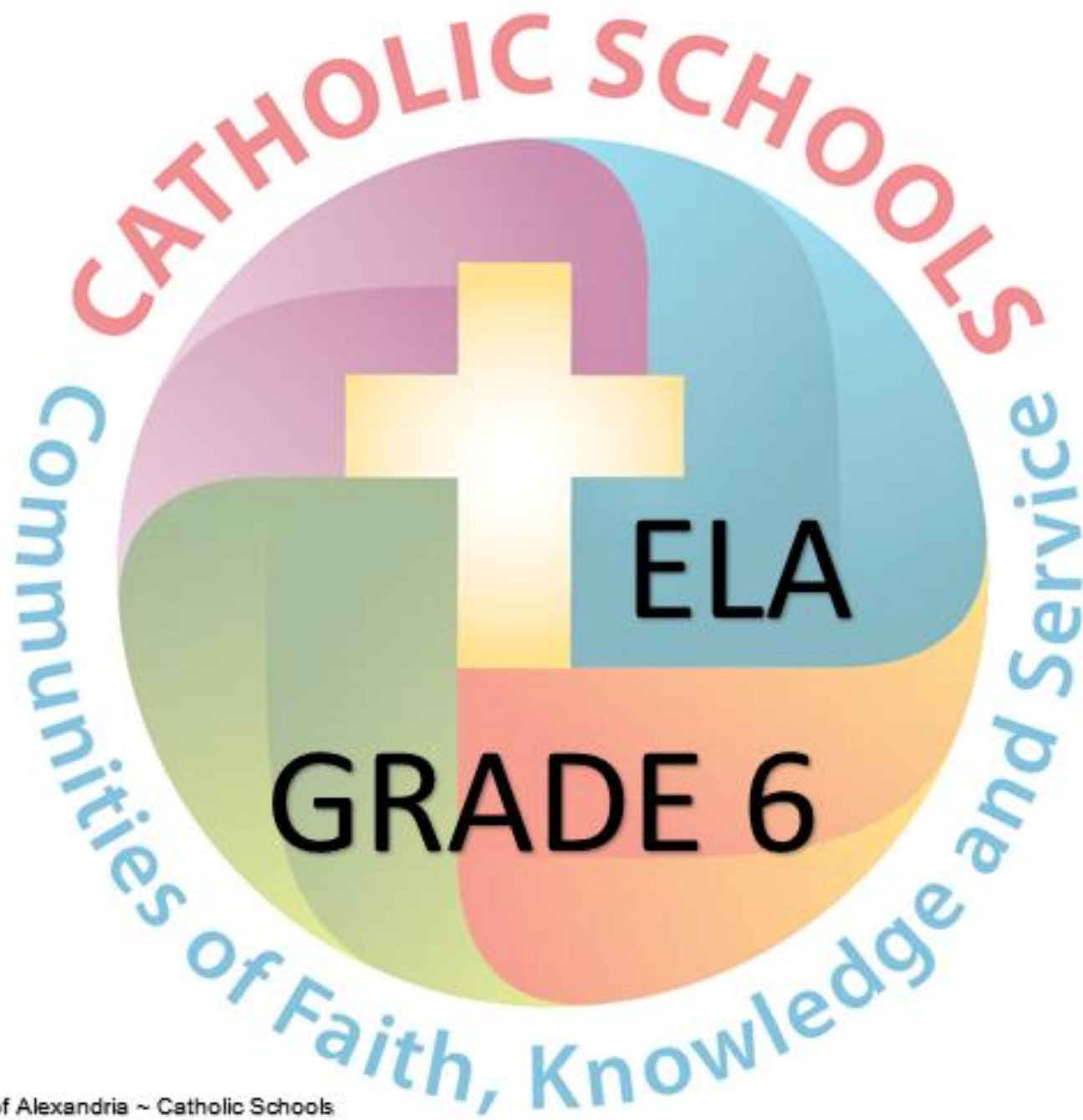




Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A..
Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.
Tracy Bock, Ed.S.



HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

6th Grade – ELA



THE DIOCESE
of ALEXANDRIA

YEAR AT A GLANCE:

Unit	Anchor Text	Unit Focus	Text Complexity	Content and Standards
1	<u>Out of the Dust,</u> <i>Karen Hesse</i>	Overcoming adversity, growing up	Readily Accessible	Character perspective, evaluation of primary and secondary historical sources to understand setting, nonfiction and fiction comparisons, theme development through characters and setting
2	<u>The Witch of Blackbird Pond,</u> <i>Elizabeth George Speare</i>	Personal identity	Moderately Complex	Influence of nonfiction on understanding fictional texts, character development, plot development, historical research
3	Inter-changeable Units	<u>Hatchet,</u> <i>Gary Paulsen</i>	Moderately Complex	Characters, conflict, theme, and comparing and contrasting different texts
		<u>If Stones Could Speak,</u> <i>Marc Aronson</i>	Very Complex	Analyze how claims support the main idea, read and comprehend nonfiction text
4	<u>Steve Jobs' Commencement Address,</u>	Finding success through failure and hard work	Very Complex	Determine the author's purpose, analyze how a central idea is developed, evaluate and compare effective arguments.

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.



- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.

Teachers must create a **free** LearnZillion account to access Guidebook 2.0 Daily Activities

Student Focus Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

CS.GS.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GS.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GS.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GS.4	Share how literature can contribute to strengthening one's moral character.

6th Grade – ELA



THE DIOCESE
of ALEXANDRIA

Guidebook 2.0 Unit 1 - *Out of the Dust*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																	
<i>Out of the Dust</i> , Karen Hesse (literary/novel in verse)	Literary Texts (Fiction) - Paragraphs 10-36 of “Chapter 17” from <i>The Grapes of Wrath</i>, John Steinbeck “Leaving the Dust Bowl,” Bob Bradshaw (Poem) Informational Texts (Nonfiction) Page 1 of No Title from The Library of Congress, Woody Guthrie2 “Drought” from <i>American Experience</i> on PBS.org and “Drought!” from <i>Farming in the 1930s</i> - Paragraphs 1-13 from an audio recording of “On Drought Conditions,” Franklin D. Roosevelt “March 8, 1936” from “Letters from the Dust Bowl” from the <i>Atlantic</i>, Caroline Henderson “Dust Bowl Migrants,” <i>We are California</i> “The Assignment I’ll Never Forget,” Dorothea Lange “10 Things You May Not Know About the Dust Bowl,” <i>History.com</i>, Christopher Klein “Legacy” from the <i>Dust Bowl</i> on PBS.org Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics) - Information on wheat growing from World War I through the Great Depression (“Wheat Prices,” <i>U-SHistory.com</i>; World War I U.S. Food Administration propaganda: “Stamina,” “Save the Wheat,” “Will You Give Them Wheat?” and “Little Americans”) “Dorothea Lange’s Migrant Mother’ Photographs in the Farm Security Administration Collection: An Overview,” Library of Congress Surviving the Dust Bowl from <i>American Experience</i> on PBS.org	Focused on the Dust Bowl and how families fought for a meaningful existence and survival, this unit will offer students different perspectives on how people respond to adversity, the lessons that can be learned from hardship and failure, and what happens when we take good fortune for granted. Students will also gain a basic understanding of the social and environmental issues farmers faced in the 1930s, noting how reading literary and informational texts enhances their understanding of the topic. This unit connects to social studies and science.	Reading <table><tr><td>RL.6.1</td><td>RI.6.1</td></tr><tr><td>RL.6.2</td><td>RI.6.2</td></tr><tr><td>RL.6.3</td><td>RI.6.3</td></tr><tr><td>RL.6.4</td><td>RI.6.4</td></tr><tr><td>RL.6.5</td><td>RI.6.5</td></tr><tr><td>RL.6.6</td><td>RI.6.6</td></tr><tr><td>RL.6.9</td><td>RI.6.9</td></tr><tr><td>RL.6.10</td><td>RI.6.10</td></tr></table>		RL.6.1	RI.6.1	RL.6.2	RI.6.2	RL.6.3	RI.6.3	RL.6.4	RI.6.4	RL.6.5	RI.6.5	RL.6.6	RI.6.6	RL.6.9	RI.6.9	RL.6.10	RI.6.10
RL.6.1	RI.6.1																			
RL.6.2	RI.6.2																			
RL.6.3	RI.6.3																			
RL.6.4	RI.6.4																			
RL.6.5	RI.6.5																			
RL.6.6	RI.6.6																			
RL.6.9	RI.6.9																			
RL.6.10	RI.6.10																			
Text Complexity Rationale The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative measures for the related texts are suitable for stretching students; abilities to read complex text.			Writing <table><tr><td>W.6.1</td><td>W.6.6</td></tr><tr><td>W.6.2</td><td>W.6.7</td></tr><tr><td>W.6.3</td><td>W.6.8</td></tr><tr><td>W.6.4</td><td>W.6.9</td></tr><tr><td>W.6.5</td><td>W.6.10</td></tr></table>		W.6.1	W.6.6	W.6.2	W.6.7	W.6.3	W.6.8	W.6.4	W.6.9	W.6.5	W.6.10						
	W.6.1	W.6.6																		
W.6.2	W.6.7																			
W.6.3	W.6.8																			
W.6.4	W.6.9																			
W.6.5	W.6.10																			
		Text Use	Speaking & Listening <table><tr><td>SL.6.1</td><td>SL.6.4</td></tr><tr><td>SL.6.2</td><td>SL.6.5</td></tr><tr><td>SL.6.3</td><td>SL.6.6</td></tr></table>		SL.6.1	SL.6.4	SL.6.2	SL.6.5	SL.6.3	SL.6.6										
SL.6.1	SL.6.4																			
SL.6.2	SL.6.5																			
SL.6.3	SL.6.6																			
		Character perspective, evaluation of primary and secondary historical sources to understand setting, nonfiction and fiction comparisons, theme development through characters and setting.	Language <table><tr><td>L.6.1</td><td>L.6.4</td></tr><tr><td>L.6.2</td><td>L.6.5</td></tr><tr><td>L.6.3</td><td>L.6.6</td></tr></table>		L.6.1	L.6.4	L.6.2	L.6.5	L.6.3	L.6.6										
L.6.1	L.6.4																			
L.6.2	L.6.5																			
L.6.3	L.6.6																			

6th Grade – ELA



THE DIOCESE
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Guidebook 2.0 Unit 1 - *Out of the Dust*

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
The “big ideas” of this unit include: • Topic: Overcoming adversity, growing up • Themes: Through the setting of the Dust Bowl, consider survival, response to adversity, the lessons learned from hardship and failure, and what happens when good fortune is taken for granted • Text Use: Character perspective, evaluation of primary and secondary historical sources to understand setting, nonfiction and fiction comparisons, theme development through characters and setting	Students will demonstrate understanding of the “big ideas” through various assessments: A culminating writing task: • Theme development through setting and character • Use of text to make a claim A cold read assessment: • Read and understand poetry • Read and understand nonfiction • Compare and contrast the presentation of events An extension task: • Understand time period through primary sources • Conduct a short research project • Read and gather information from multiple and varied sources • Evaluate and present claims	Lesson 1: Examine the novel-in-verse structure Lesson 2: Examine how the author begins to develop characters Lesson 3: Explore how the author builds meaning through the use of figurative language Lesson 4: Compare text and audio formats, and examine dialect Lesson 4a: Synthesize information from different sources Lesson 5: Research the drought years Lesson 6: Summarize our understanding Lesson 7: Create a timeline of historical events Lesson 8: Compare and contrast structures used to convey information Lesson 9: Understand and write about characters Lesson 10: Analyze text for tone and mood Lesson 11: Write a poem using a model Lesson 12: Examine connections between the novel and historical events Lesson 13: Read a speech and determine its message Lesson 14: Examine a first-hand account of life in the Dust Bowl Lesson 15: Compare and contrast author’s purpose Lesson 16: Empathize with characters	Lesson 17: Examine how characters change Lesson 18: Plan an argumentative essay Lesson 19: Draft an argumentative essay Lesson 20: Revise and edit an argumentative essay Lesson 21: Examine word choice Lesson 22: Uncover emerging themes Lesson 23: Explore various accounts of migrant life Lesson 24: Examine themes across genres Lesson 25: Re-examine themes in light of new information Lesson 26: Compare and contrast themes Lesson 27: Identify more themes Lesson 28: Make predictions based on historical facts Lesson 29: Examine a writing prompt and prepare notes Lesson 30: Plan and write a first draft Lesson 31: Finish writing a first draft Lesson 32: Assess and revise Lesson 33: Edit and produce a final draft Lesson 34: Examine a research task Lesson 35: Conduct research Lesson 36: Write a news article Lesson 37: Create a news page Lesson 38: Produce a final news page Lesson 39: Cold-read task, multiple choice questions Lesson 40: Cold-read task, essay response



Guidebook 2.0 Unit 1 - *Out of the Dust*

TYPE	Unit 1: Out of the Dust ~ CONTENT	Standards Alignment		
Culminating Writing Task ¹	Student Prompt: Consider the title of the novel: Out of the Dust. How does the phrase “out of the dust” relate to a theme of the novel? Write a multi-paragraph argumentative essay that analyzes how Hesse conveys the meaning of the title and develops a theme through particular details, including the setting and how Billie Joe changes as the story unfolds. Introduce and support your claims about the theme of the novel with clear reasons and relevant textual evidence, including direct quotations with page numbers.	<i>(Note: Standards alignment depends on question content)</i>		
		RL.6.1	W.6.1	L.6.1
		RL.6.2	W.6.4	L.6.2
		RL.6.3	W.6.5	L.6.3
		RL.6.5	W.6.9	L.6.6
		W.6.10		
	Teacher Note: <i>The writing includes grade-appropriate words and phrases and a variety of sentence patterns and demonstrates command of proper grammar and usage, punctuation, and spelling. Use peer and teacher conferencing to improve student writing.</i>			

TYPE	Unit 1: <i>Out of the Dust</i> ~ CONTENT	Standards Alignment
Cold-Read Assessment ²	Have students read “Legacy” from The Dust Bowl (PBS.org) and “Leaving the Dust Bowl” by Bob Bradshaw independently and then answer a combination of multiple-choice and constructed-response questions about the text. Sample questions may include: - According to “Legacy,” what were the causes of the Dust Bowl? Identify at least three causes and provide evidence for each cause. What lessons were learned? What evidence does the article provide in support of this idea? - Explain the meaning of the following lines from “Leaving the Dust Bowl”: “California/is like a big green harbor/waiting for us.” - How did people survive the Dust Bowl? Identify at least two actions people took for survival and their resulting outcomes. Explain how the ideas of survival are introduced and elaborated upon in the two texts. How does information about the Dust Bowl in “Legacy” support or contradict information provided in <i>Out of the Dust</i>? Compare and contrast the presentation of events in each text.	(<i>Note: Standards alignment depends on question content</i>)
		RI.6.1 RI.6.1 W.6.9
		RI.6.2 RI.6.4 W.6.10
		RI.6.3
		RI.6.7 L.6.5
		RI.6.8

¹ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

² Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.



Guidebook 2.0 Unit 1 – *Out of the Dust*

TYPE	Unit 1: Out of the Dust ~ CONTENT	Standards Alignment		
Extension Task ³	Student Prompt: Watch Surviving the Dust Bowl, American Experience, PBS.org, and read “10 Things You May Not Know About the Dust Bowl,” Christopher Klein. Then research answers to one of the following questions, gathering relevant information from credible sources: - What were the causes of the Dust Bowl, and what efforts have been made to prevent similar disasters? - What was daily life like in the 1930s? Following the research, create an electronic and interactive news article featuring the answers to one of the questions. Each article should include: “firsthand accounts” (i.e., quotes from the texts of the unit) and quotes from at least one source; - multimedia components (e.g., links to videos, interactive timelines, songs, etc.); - visuals; and - basic bibliographic information for sources; Possible articles for student research: http://www.pbs.org/wgbh/americanexperience/features/introduction/dustbowl-introduction/ http://www.u-s-history.com/pages/h1583.html http://www.history.com/topics/dust-bowl http://www.kansashistory.us/dustbowl.html http://www.livinghistoryfarm.org/farminginthethe30s/farminginthethe1930s.html http://kclibrary.lonestar.edu/decade30.html	<i>(Note: Standards alignment depends on question content)</i>		
		RI.6.2	W.6.2	L.6.1
		RI.6.7	W.6.4	L.6.2
		RI.6.10	W.6.5	L.6.3
			W.6.6	L.6.6
			W.6.7	
			W.6.8	
			W.6.9	SL.6.5
			W.6.10	
Teacher Note: <i>The writing should use grade-appropriate words and phrases and a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling. Similar to an online newspaper, ask students to read and comment on articles written by their peers. Then engage in a reflection about the process and what students learned from the research experience.</i>				

³ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.



Guidebook 2.0 Unit 2 - *The Witch of Blackbird Pond*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards	
<i>The Witch of Blackbird Pond</i> , Elizabeth George Speare (Literary)	Literary Texts (Fiction) • “Choices,” Nikki Giovanni (Poem) • “The Road Not Taken,” Robert Frost (Poem) • “Identity,” Julio Noboa Polanco (Poem) Informational Texts (Nonfiction) • “Puritans” from The New Book of Knowledge, Grolier Online, Michael Kaufman • “Puritan Laws and Character” from History of the United States of America, Henry William Elson, The MacMillan Company • “A Duty to Family, Heritage and Country” from NPR’s This I Believe, Ying Ying Yu • The title and last page of “Confession of Salem Jurors” from Strange Phenomena of New England in the 17th Century Including the “Salem Witchcraft, 1962,” Cotton Mather Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics) • “Puritan Intolerance” from Just the Facts: The Colonization of North America: The English Settlements: Part 02 Cerebellum, Discovery Education (Website)	Students will learn about the influence of family expectations and religious values on the development of one’s personal identity. Students will also learn how reading informational texts in coordination with literary texts can enhance their understanding of time periods and the theme and setting of the novel.	Reading RL.6.1RI.6.1 RL.6.2RI.6.2 RL.6.3RI.6.3 RL.6.4RI.6.4 RL.6.5RI.6.5 RL.6.6RI.6.6 RL.6.9RI.6.7 RL.6.10RI.6.8 RI.6.9 RI.6.10	
Text Complexity Rationale The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative measures for the related texts are suitable for stretching students; abilities to read complex text.		Text Use Influence of nonfiction on understanding fictional texts, character development, plot development, historical research	Writing W.6.1W.6.6 W.6.2W.6.7 W.6.3W.6.8 W.6.4W.6.9 W.6.5W.6.10	
			Speaking & Listening SL.6.1SL.6.4 SL.6.2SL.6.5 SL.6.3SL.6.6	
			Language L.6.1L.6.4 L.6.2L.6.5 L.6.3L.6.6	

6th Grade - ELA



THE DIOCESE
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Guidebook 2.0 Unit 2 - *The Witch of Blackbird Pond*

Unit Focus	Unit Assessment	Guidebook 2.0 - Daily Performance	
The “big ideas” of this unit include: Topic: Personal Identity Themes: Evaluate the role of family and religion on one’s personal identity Text Use: Influence of nonfiction on understanding fictional texts, character development, plot development, historical research	Students will demonstrate understanding of the “big ideas” through various assessments: A culminating writing task: - Evaluate character development - Analyze plot A cold read assessment: - Read and understand complex texts - Write in response to text An extension task: - Conduct historical research - Build and present an argument	Lesson 1: Analyzing figurative and connot... Lesson 2: Previewing the anchor text and... Lesson 3: Analyzing how the first chapter develops setting Lesson 4: Analyzing character responses to episodes in the text Lesson 5: Finding the central idea of an... Lesson 6: Analyzing character through author's descriptive word choice Lesson 7: Participate in whole group discu... Lesson 8: Analyzing how historical contexts impacts plot Lesson 9: Finding the central idea of an in... Lesson 10: Analyzing character responses... Lesson 11: Using context clues to... Lesson 12: Analyze an info text and litera... Lesson 13: Writing a claim and finding evidence to support the claim Lesson 14: Writing supporting evidence and reasoning for a claim Lesson 15: Analyzing how political episodes and character responses impact the plot Lesson 16: Describing Kit’s responses to a series of episodes in the text which... Lesson 17: Analyzing how particular scene... Lesson 18: Analyzing how Kit’s identity changes in response to episodes in the text Lesson 19: Analyzing how character relationships influence the plot towards a... Lesson 20: Analyzing the impact of history... Lesson 21: Analyzing how the author’s specific word choice foreshadows conflict.. Lesson 22: Integrating historical info...	Lesson 23: Engaging in collaborative discu... Lesson 24: Engaging in discussions around... Lesson 25: Determining the meaning of... Lesson 26: Evaluating the validity of claims and author’s purpose in an info. text Lesson 27: Brainstorming and finding text evidence to prepare for a narrative writing task Lesson 28: Drafting the narrative... Lesson 29: Revising writing to include detailed descriptions and sensory language Lesson 30: Engaging in peer editing and publishing the collaborative narrative... Lesson 31: Analyzing how Kit’s identity changes in response to episodes in the text Lesson 32: Using TPCASTT to analyze... Lesson 33: Cold-read task Lesson 34: Brainstorming and planning in preparation for writing an argumentative... Lesson 35: Drafting introduction and body paragraphs for an argumentative essay Lesson 36: Drafting a conclusion and citing evidence in an argumentative essay Lesson 37: Editing and publishing an... Lesson 38: Assessing the credibility of ... Lesson 39: Using Cornell notes to conduct research for a collaborative report Lesson 40: Conducting research for... Lesson 41: Drafting an introduction and body paragraphs for a collaborative... Lesson 42: Drafting a conclusion & accurately incorporating direct quotes... Lesson 43: Editing and publishing...



Guidebook 2.0 Unit 2 - *The Witch of Blackbird Pond*

TYPE	Unit 2: <i>The Witch of Blackbird Pond</i> ~ CONTENT	Standards Alignment
Culminating Writing Task ⁴	Student Prompt: As the plot of <i>The Witch of Blackbird Pond</i> unfolds, Kit aligns with different people at different times. In the end, to whom do you believe Kit is most loyal? Write an argument to support your claims with clear reasons and relevant textual evidence, including direct quotations with page numbers. Describe how Kit's loyalty changes throughout the story, including the impact Kit's family's expectations and religious values have on her loyalty.	(Note: Standards alignment depends on question content)
		RL.6.1 W.6.1 L.6.2
		RL.6.3 W.6.4 L.6.3
		RL.6.10 W.6.5 L.6.6
		W.6.9
		W.6.10
	Teacher Note: <i>The writing should use grade-appropriate words and phrases and demonstrate command of proper grammar, usage, and spelling, including correct punctuation and a variety of sentence patterns for reader interest.) Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing and to improve student writing ability.</i>	

TYPE	Unit 2: <i>The Witch of Blackbird Pond</i> ~ CONTENT	Standards Alignment
Cold-Read Assessment ⁵	Read " Identity " independently and then answer a combination of multiple-choice and constructed-response questions about the text and <i>The Witch of Blackbird Pond</i> , using evidence for all answers. Sample questions: 1. What is the central idea of "identity"? Which statement from the poem best describes the central idea: Why? 2. Explain the meaning of the first two stanzas of the poem. Then answer the following questions, citing evidence from the poem to support your answers a. Which words in the poem have the biggest influence on the meaning of the poem? b. Which words in the poem have the biggest influence on the tone of the poem? 3. What is the point of view of the speaker of the poem? Which lines in the poem best help you understand the speaker's point of view? Why? Cite textual evidence to support your explanation. 4. In " Identify ," the speaker states, "If I could stand alone, strong and free, I' rather be a tall ugly weed." First explain what the speaker means by this statement. Then, explain how this point of view is reflected in <i>The Witch of Blackbird Pond</i> . Finally, compare and contrast how each text, " Identity " and <i>The Witch of Blackbird Pond</i> , approaches a similar theme. Cite textual evidence to support your explanation.	
		RL.6.1 L.6.5 W.6.2
		RL.6.2 L.6.6
		RL.6.4
		RL.6.5
		RL.6.6
		RL.6.9
		RL.6.10

⁴ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

⁵ Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.



Guidebook 2.0 Unit 2 – *The Witch of Blackbird Pond*

TYPE	Unit 2: <i>The Witch of Blackbird Pond</i> ~ CONTENT	Standards Alignment
Extension Task ⁶	Working in groups of two or three students, have each complete a research project on a selected historical figure who took action to overcome obstacles when his or her individual values and beliefs conflicted with family, religious, or social norms. As a group, write a report detailing: - an overview of the person you researched (e.g., who was he or she, where did he or she live); - an overview of the context in which the person lived (what were the challenges or beliefs surrounding the person); - the actions the person took in relation to his/her situation; - how those actions illustrate his/her values and beliefs; and - the impact of his/her actions on today's society. Gather relevant information from several sources, including first-and secondhand accounts, through library or internet research, assessing the credibility of each source. In your report, be sure to cite evidence from your research by quoting or paraphrasing conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Teacher Note: <i>The writing should use grade-appropriate words and phrases and demonstrate command of proper grammar, usage, punctuation, and spelling, including using pronouns correctly and using a variety of sentence patterns for reader interest. Students should present their findings to the class, sequencing ideas logically and using pertinent descriptions, facts, and details.</i>	(Note: Standards alignment depends on question content)
		RI.6.1 W.6.2 L.6.1
		W.6.4 L.6.3
		SL.6.1 W.6.5 L.6.6
		SL.6.2 W.6.7
		SL.6.4 W.6.8
		SL.6.6 W.6.9
		W.6.10

⁶ Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.



Guidebook 2.0 Unit 3 - *Hatchet*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards	
Hatchet , Gary Paulsen (literary)	Literary Texts (Fiction) “<i>In Which the Autumn Provides Food and Loneliness</i>” and “<i>In Which We All Learn About Halloween</i>” from <i>My Side of the Mountain</i>, Jean Craighead George (Note: These excerpts can be found in some grade 5 basals.) - Chapters 1-2, 4, and 8-9 from <i>The River</i>, Gary Paulsen - Excerpt 1 from <i>Julie of the Wolves</i>, Jean Craighead George Informational Texts (Nonfiction) “What Would Peter Do?” from OutdoorSafe Inc., Peter Kummerfeldt “Help Me Make It Through the Night--- Surviving a Wilderness Emergency” from New York state conservationist, Kelly Stang “The Practice of slowing Down” from This I Believe, Phil Powers. “Survival by the Numbers” from OtdoorSafe Inc., Peter Kummerfeldt “Your Story: Are You a Survivor?” from National Geographic “The 25 Most Incredible Survival Stories of All Time” from Outdoorlife.com, Tim MacWelch Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics) A Cry in the Wild, Mark Griffins (1990) “Snow Fall: The Avalanche at Tunnel Creek” from the New York Times, John Branch (Website)	This unit teaches students about survival in the face of grave danger and overwhelming odds. Students will evaluate survival stories to learn about the importance of positive thinking, slowing down to think clearly, problem solving, and constant vigilance when facing any situation, especially a life threatening one. They will also study characters in literature to learn about the struggle of man versus nature and the life lessons we can learn from others’ survival situations.	Reading	
Text Complexity Rationale			RL.6.1RI.6.1 RL.6.2RI.6.2 RL.6.3RI.6.3 RL.6.4RI.6.4 RL.6.5RI.6.6 RL.6.6RI.6.8 RL.6.7RI.6.9 RL.6.9RI.6.10 RL.6.10	
The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative measures for the related texts are suitable for stretching students; abilities to read complex text.				Writing
			W.6.1W.6.7 W.6.2W.6.8 W.6.3W.6.9 W.6.4W.6.10 W.6.5	
			Speaking & Listening	
			SL.6.1SL.6.4 SL.6.2SL.6.5 SL.6.3SL.6.6	
			Language	
			L.6.1L.6.4 L.6.2L.6.5 L.6.3L.6.6	
		Text Use		
		Characters, conflict, theme, and comparing and contrasting different texts.		

6th Grade - ELA



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Guidebook 2.0 Unit 3 – *Hatchet*

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
The “big ideas” of this unit include: • Topic: Physical and emotional survival • Themes: Evaluate survival stories to learn about the importance of positive thinking, slowing down to think clearly, problem solving, and constant vigilance • Text Use: Characters, conflict, theme, and comparing and contrasting different texts	Students will demonstrate understanding of the “big ideas” through various assessments: A culminating writing task: • Evaluate character changes • Compare and contrast different texts in terms of their approaches to the topic of survival A cold read assessment: • Read and understand complex texts • Write in response to text An extension task: • Engage in collegial conversations • Conduct a short research project about the topic of survival x • Read and gather information from multiple and varied sources • Evaluate and present claim	Lesson 1: Summarization and characterization Lesson 2: Reread “Magical Realism Is Still Realism” Lesson 3: Characterization and text evidence Lesson 4: How does an author develop a character? Lesson 5: How does an author develop a character? (continued) Lesson 6: Characterization and word study Lesson 7: Diction and characterization Lesson 8: Comparing and contrasting literary and nonfiction texts Lesson 9: Comparing and contrasting literary and nonfiction texts Lesson 10: What important changes are happening to Brian? Lesson 11: How does a character change when faced with challenges? Lesson 12: How does Paulsen develop Brian’s point of view? Lesson 13: Writing a narrative Lesson 14: Hatchet Chapters 9 and 10 - What survival skills is Brian utilizing? Lesson 15: Themes in Hatchet Lesson 16: What is Brian learning about himself and survival? Lesson 17: Theme in Hatchet Lesson 18: How has Brian changed? Lesson 19: Memory moments Lesson 20: How does Brian continue to show he has learned lessons about survival?	Lesson 21: Hatchet Chapter 18 - Analyzing hatchet references Lesson 22: Analyzing hatchet references Lesson 23: The significance of the title “Hatchet” Lesson 24: Culminating writing task- planning to write Lesson 25: Culminating writing task- planning to write, part 2 Lesson 26: Culminating writing task- drafting Lesson 27: Culminating writing task: revising for transitions Lesson 28: Culminating writing task- revising Lesson 29: Culminating writing task- publishing Lesson 30: Cold-read task, multiple-choice questions Lesson 31: Read, understand, and express understanding of a new text Lesson 32: Starting research for extension task Lesson 33: Conducting research Lesson 34: Determining credible sources Lesson 35: Elements of multimedia presentation Lesson 36: Bibliographic information Lesson 37: Presentations Lesson 38: Presentations



Guidebook 2.0 Unit 3 - Hatchet

TYPE	Unit 3: Hatchet ~ CONTENT	Standards Alignment
Culminating Writing Task ⁷	Student Prompt: Select an event from Hatchet and identify Brian's steps for survival. After reading " Survival by the Numbers " from OutdoorSafe Inc. by Peter Kummerfeldt, compare Brian's actions against the tips included in the article. What did Brian do to aid or hinder his survival? Then write a multi-paragraph report explaining how Brian was successful and/or could have improved his situation if he had followed the steps provided in the article case studies. Conclude the report by determining the instructional value of Hatchet—does it represent useful survival tips similar to "Survival by the Numbers"?	(Note: Standards alignment depends on question content)
		RL.6.3 W.6.2 L.6.1
		RL.6.8 W.6.4 L.6.2
		W.6.5 L.6.3
		W.6.9 L.6.6
		W.6.10
	Teacher Note: <i>Student essays should introduce and explain Brian's approach to survival using relevant evidence from Hatchet and the informational article. Student essays should use appropriate transitions, precise and grade-appropriate language, and a variety of sentence patterns for meaning, interest, and style, and should provide a relevant conclusion that examines the instructional value of Brian's story. The essay should demonstrate proper grammar and usage. Use peer and teacher conferencing in the process of developing the essay.</i>	

TYPE	Unit 3: Hatchet ~ CONTENT	Standards Alignment
Cold-Read Assessment ⁸	Read the excerpt from Julie of the Wolves by Jean Craighead George independently and answer a combination of multiple choice and constructed-response questions about the text using evidence for all answers: In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her. Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.	RL.6.1 L.6.1 W.6.3
		RL.6.3 L.6.2 W.6.4
		L.6.3

⁷ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

⁸ Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.



Guidebook 2.0 Unit 3 - *Hatchet*

TYPE	Unit 3: <i>Hatchet</i> ~ CONTENT	Standards Alignment		
Extension Task	Student Prompt: After reading and discussing “Your Story: Are You a Survivor?” as a class, divide the class into research groups and present the “The 25 Most Incredible Survival Stories of All Time” from Outdoorlife.com. Have each group select a different survival story to investigate further. (Note: Survival stories are sometimes graphic, so depending on the maturity of the students, consider limiting the list from 25 to 10.) Research the details of the story in groups, drawing on print and digital sources (assessing the credibility of each source) to identify the main action or character trait that resulted in survival. Create a multimedia presentation that presents: • a summary of the story; • a statement of the claim (e.g., “The main character trait that resulted in this person’s survival was preparedness”); • evidence (e.g., appropriate pictures, maps, videos, quotations) and a logical explanation for why that one action or characteristic was selected; and • basic bibliographic information for sources. Have students evaluate each group’s content, presentation style, and use of evidence, distinguishing claims that are supported with textual evidence from claims that are not. Determine as a class what made presentations effective based on evidence from individual evaluations. Teacher Note: <i>The presentations should use grade-appropriate words and phrases and formal style, proper grammar and usage, punctuation, and spelling.</i>	(Note: Standards alignment depends on question content)		
		SL.6.1	W.6.1	L.6.1
		SL.6.2	W.6.7	L.6.2
		SL.6.3	W.6.8	L.6.6
		SL.6.4	W.6.9	
		SL.6.5		
		SL.6.6		



Guidebook 2.0 Unit 3 – *If Stones Could Speak*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards	
<i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> , Marc Aronson (Informational)	Literary Texts (Fiction) • “Travel,” Robert Louis Stevenson (Poem) • Part 1 of “Passage to India” from Leaves of Grass, Walt Whitman (Poem) • Informational Texts (Nonfiction) • “Archaeology 101” from the Education Department of the Archaeological Institute of America. • “Archaeology: Then and Now” from Intrigue of the Past, Part 1: Fundamental Concepts Introduction, Research Laboratories of Archaeology • “Profiles of Archaeologists” from Intrigue of the Past, Research Laboratories of Archaeology Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics) • “Michael Fortin, Archaeologist: What Does Decoding Mean?,” “Michael Fortin, Archaeologist: Placing Objects in Their Proper Context,” and “Michael Fortin, Archaeologist: About Interpretation” from <i>The Exhibition: Indiana Jones and the Adventure of Archaeology</i>, National Geographic (Website) • Excerpt from “Episode 1: My First Adventure,” <i>The Young Indiana Jones Chronicles</i> (Film)	Students will explore history and will learn that archaeologists, like detectives, work to piece together the past through investigation. Archaeological research provides us with “stories” of human history that help us understand the past more completely. The texts in this unit expose students to diverse perspectives and challenge them to analyze data and draw meaningful conclusions about history.	Reading RL.6.1 RL.6.2 RL.6.4 RL.6.5 RL.6.6 RL.6.9 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9 RI.6.10	
Text Complexity Rationale The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative and qualitative measures for the related texts are suitable for stretching students’ abilities to read complex text.		Text Use Analyze how claims support the main idea, read and comprehend nonfiction text. NOTE: This unit can connect to social studies (particularly ancient world history), as students examine techniques used to learn about civilizations of the past	Writing W.6.1 W.6.2 W.6.3 W.6.4 W.6.5 W.6.6 W.6.8 W.6.9 W.6.10 Speaking & Listening SL.6.1 SL.6.2 SL.6.3 SL.6.4 SL.6.6 Language L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	



Guidebook 2.0 Unit 3 - *If Stones Could Speak*

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
The “big ideas” of this unit include: Topic: Historical exploration Themes: Explore ancient civilizations through a variety of texts, examining the techniques used by archaeologists and historians to make meaning of the past Text Use: Analyze how claims support the main idea, read and comprehend nonfiction text	Students will demonstrate understanding of the “big ideas” through various assessments: A culminating writing task: - Analyze how claims support the main idea and reveal the author’s purpose - Read and comprehend nonfiction text A cold read assessment: - Read and understand complex texts - Write in response to text An extension task: - Read to guide writing approach - Apply content knowledge to writing style and type	Lesson 1: Unit Introduction & Gallery Walk Lesson 2: Analyzing the Language “Travel” Lesson 3: Themes in “Travel” Lesson 4: Material Culture Lesson 5: Types & Processes of Archaeology Lesson 6: Archaeology in Action Lesson 7: Day 1 - “Episode 1: My First Adventure” Lesson 8: Day 1 - “Episode 1: My First Adventure” Lesson 9: Identifying a Claim and Analyzing Evidence Lesson 10: How has archaeology changed? Lesson 11: Comparing and Contrasting Two Texts Lesson 12: Determining the Central Idea Lesson 13: Integrating Information Lesson 14: Who is Ramilisonina? Lesson 15: Tracing Theories of Stonehenge Lesson 16: Text-Dependent Questions Lesson 17: Citing Textual Evidence and Determining the Meaning of Unknown Words Lesson 18: Practice Cold-read task, part 1 Lesson 19: Practice Cold-read task, part 2 Lesson 20: Comparing and contrasting images Lesson 21: Using evidence to draw conclusions	Lesson 22: Unproven theories Lesson 23: Author’s Purpose Lesson 24: Tracking a central idea across a text Lesson 25: Analyzing a section of text Lesson 26: Identifying evidence for an explanatory essay Lesson 27: Writing a first draft of the explanatory essay Lesson 28: Citing evidence using direct quotations Lesson 29: Revising the culminating writing task Lesson 30: Editing and publishing the culminating writing task Lesson 31: Understanding the extension task Lesson 32: Begin research for extension task Lesson 33: Create an archaeological report Lesson 34: Writing a first draft of the narrative essay Lesson 35: Revising the extension task Lesson 36: Editing and publishing the extension task Lesson 37: Cold-read task, part 1 Lesson 38: Cold-read task, part 2



Guidebook 2.0 Unit 3 – *If Stones Could Speak*

TYPE	Unit 3: <i>If Stones Could Speak</i> ~ CONTENT	Standards Alignment
Culminating Writing Task ⁹	Student Prompt: In <i>If Stones Could Speak: Unlocking the Secrets of Stonehenge</i> , the author says, “This is a book about questioning what others believe to be true, not accepting ideas just because famous people say they are right. [...] And that is the really big story here—how a new idea, a new way of thinking, can go from being dismissed to capturing the attention of the world” (pp. 8-9). What does Marc Aronson mean by this statement? How does he explain and support this idea throughout the text? Write a multi-paragraph essay with clear reasons and relevant evidence that analyzes how the author introduces and elaborates his central idea and purpose.	(Note: Standards alignment depends on question content)
		RI.6.2 W.6.1 L.6.1
		RI.6.3 W.6.9 L.6.2
		RI.6.6 W.6.10 L.6.3
		RI.6.8 L.6.6
	Teacher Note: <i>The completed writing should introduce a claim about the main idea of the text and how it reveals the author’s purpose. Students should use grade appropriate words and phrases and a variety of sentence patterns in their writing. The writing should also demonstrate command of proper grammar and usage, punctuation, and spelling.</i>	

TYPE	Unit 3: <i>If Stones Could Speak</i> ~ CONTENT	Standards Alignment
Cold-Read Assessment ¹⁰	Read “Archaeologists and Their Theories” and “The Ever-Changing Time Line of Stonehenge” from the Appendix of <i>If Stones Could Speak</i> by Marc Aronson. Then read “ Profiles of Archaeologists ” from <i>Intrigue of the Past</i> by Research Laboratories of Archaeology. Answer a combination of multiple-choice and constructed- response questions ³ about the texts, using evidence from the texts for all answers. Sample questions: - Summarize Aronson’s advice in “The Ever-Changing Time Line of Stonehenge.” How does “Archaeologists and Their Theories” support this advice - Both David Moore and Linda Carnes-McNaughton mention similar frustrations about being an archaeologist—the challenge of preservation. Explain how each goes about trying to solve this problem through his or her work as an archaeologist. - Carnes-McNaughton says, “Being an archaeologist means looking at the world around us in a different perspective. We live in the present as we study the past in order to learn what to do in the future. Given what Aronson wrote in <i>If Stones Could Speak</i>, would he agree with Carnes-McNaughton’s statement? Why or why not? - Explain the following quote by Carnes-McNaughton: “It is not what you find, it is what you find out that’s important.” How is this idea explored throughout the texts in the unit?	RI.6.1 W.6.9
		RI.6.2 W.6.10
		RI.6.3
		RI.6.5
		RI.6.6
		RI.6.8
		RI.6.9

⁹ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

¹⁰ Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.



Guidebook 2.0 Unit 3 – *If Stones Could Speak*

TYPE	Unit 3: <i>If Stones Could Speak</i> ~ CONTENT	Standards Alignment
Extension Task ¹¹	Reread page 27 from <i>If Stones Could Speak</i> by Marc Aronson. Propose to students that they have been transported into the future, and a cataclysmic event has buried the city under debris. They have uncovered a portion of the city and are tasked with developing a set of field notes detailing their dig and discoveries. To prepare for and help them accomplish this task, take them through the following steps. To prepare for this dig, you may want to use the following lessons to help students articulate how they should examine what they are finding in the dig: • Lesson 1.4: Archaeological Context¹² • Lesson 1.6: Classification and Attributes¹³ • Lesson 1.8: It's in the Garbage¹⁴ • Lesson 2.9: Looking at an Object¹⁵ Then, review some of the following texts and evaluate how each author followed the guidance provided in the above lessons to effectively analyze what he or she found. Pages 22-47 and 52-85 from <i>Motel of the Mysteries</i>, David Macaulay (read aloud) • The Secrets of Vesuvius, Sara Bisel • “Field Notes” and “Student Journals”¹⁶ from Archaeology’s Interactive Dig: In Vesuvius’ Shadow (July 2001-August 2003), ARCHAEOLOGY Magazine (Website) Finally, prepare students to examine an area of the school and take their own notes, modeling them after the samples they have reviewed. Share with them a handful of items that they need to evaluate as archaeologists from the future. Have students “investigate” an area of the school or community as futuristic explorers (you may pull out some items for them to focus on that include things like keyboards, pencils and pens, clothing items, kitchen items, etc.). Have students create an archaeological report detailing the findings (including visuals, e.g., drawings, photographs) and a separate narrative description of daily life based on artifacts and evidence located at the “site.” They can use a humorous or serious tone, but they should include vocabulary from material read and model their writing after the style of the texts included in the set. Teacher Note: <i>The field notes and the accompanying narrative should use grade-appropriate words and phrases, vocabulary from the texts read, and a variety of sentence patterns, while maintaining a consistent tone and style. Both the field notes and the narrative description should demonstrate command of proper grammar and usage (e.g., proper use of pronouns), punctuation, and spelling. Engage students in peer editing to ensure the content and writing style emulates the provided models and meets expectations of standard English. Both pieces of writing can be published electronically as a blog or some other digital medium.</i>	(Note: Standards alignment depends on question content)
		W.6.2 L.6.1
		W.6.3 L.6.2
		W.6.4 L.6.3
		W.6.5 L.6.6
		W.6.6

¹¹ Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

¹² <http://www.rla.unc.edu/lessons/Lesson/L104/L104.pdf>

¹³ <http://www.rla.unc.edu/lessons/Lesson/L106/L106.pdf>

¹⁴ <http://www.rla.unc.edu/lessons/Lesson/L108/L108.pdf>

¹⁵ <http://www.rla.unc.edu/lessons/Lesson/L209/L209.pdf>

¹⁶ <http://interactive.archaeology.org/pompeii/field/index.html> and <http://interactive.archaeology.org/pompeii/journals.html>

6th Grade - ELA



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Guidebook 2.0 Unit 4 – *Steve Jobs' Commencement Address*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards	
Stanford Commencement Address (2005) , <i>Steve Jobs</i> (informational)	Literary Texts (Fiction) • “To Failure,” Philip Larkin (poem) • “Mother to Son,” Langston Hughes (poem) • “The Story of David and Goliath,” 1 Samuel 17, the Bible • “Casey at the Bat,” Ernest Lawrence Thayer	Students will explore the role of failure in finding success. In this set, students learn that success takes hard-work, deliberate practice, and the ability to learn from failures and persevere. Students explore how an author’s word choice, use of evidence, and selected organization reflect a text’s purpose, which they can use as a model for their own writing. Finally, students will explore the texts to consider for themselves what it takes to succeed.	Reading	
Text Complexity Rationale	Informational Texts (Nonfiction) • “Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success” from the Chicago Tribune, Jody Michael • “Mindset for Achievement” from Mindset (www.mindsetonline.com), Carol Dweck • “What It Takes to Be Great” from FORTUNE Magazine, Geoffrey Colvin • Paragraphs 18-22 of “The Fringe Benefits of Failure, and the Importance of Imagination,” from Harvard Magazine, J.K. Rowling		RL.6.1RI.6.1 RL.6.2RI.6.2 RL.6.3RI.6.3 RL.6.4RI.6.4 RL.6.5RI.6.5 RL.6.6RI.6.6 RL.6.9RI.6.7 RL.6.10RI.6.8 RI.6.9 RI.6.10	
The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative measures for the related texts are suitable for stretching students; abilities to read complex text.			Writing	
		Text Use	W.6.1W.6.7 W.6.2W.6.8 W.6.3W.6.9 W.6.4W.6.10 W.6.5 W.6.6	
		Determine the author’s purpose, analyze how a central idea is developed, evaluate, and compare effective arguments.	Speaking & Listening	
			SL.6.1SL.6.4 SL.6.2SL.6.5 SL.6.3SL.6.6	
			Language	
			L.6.1L.6.4 L.6.2L.6.5 L.6.3L.6.6	



Guidebook 2.0 Unit 4 – *Steve Jobs’ Commencement Address*

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
The “big ideas” of this unit include: • Topic: Finding success through failure and hard work • Themes: Through various articles students consider what it takes to succeed and how authors effectively construct their arguments • Text Use: Determine authors’ purpose, analyze how a central idea is developed, evaluate and compare effective argument	Students will demonstrate understanding of the “big ideas” through various assessments: A culminating writing task: • Determine a central idea and how it is developed • Compare and contrast how ideas are presented and developed A cold read assessment: • Read and understand nonfiction texts • Compare and contrast interpretations of finding success An extension task: • Conduct a short research project on the unit topic • Read and gather information from multiple and varied sources	Lesson 1: “Courage of Famous Failures” Lesson 2: Summarizing Jobs’ commencement address Lesson 3: Supporting a claim in Jobs’ address Lesson 4: Making evidence based claims for the second story in Jobs’ address Lesson 5: Evidence based claims (third story) Lesson 6: Identifying central idea of a text Lesson 7: Structure of Jobs’ commencement address Lesson 8: Close reading of “To Failure” Lesson 9: Close reading of “Mother to Son” Lesson 10: Fishbowl discussion Lesson 11: Summarizing “Mindset for Achievement” Lesson 12: Close reading of “Mindset for Achievement” Lesson 13: “Overcoming Obstacles” Lesson 14: Point of view Lesson 15: Supporting & contradicting claims in Jobs’ address Lesson 16: Present claims and findings Lesson 17: Summarizing “Letters of Wilbur Wright” Lesson 18: Use textual evidence to support a claim Lesson 19: Individual analysis Lesson 20: Point of view & purpose Lesson 21: Practice cold-read task, part 1	Lesson 22: Practice cold-read task, part 2 Lesson 23: “Casey at the Bat” Lesson 24: Language & rhythm in a poem Lesson 25: Close reading of “David and Goliath” Lesson 26: Determining theme Lesson 27: Comparing and contrasting central ideas and themes Lesson 28: Prepare for philosophical chairs Lesson 29: Philosophical chairs Lesson 30: Cold-read task, part 1 Lesson 31: Cold-read task, part 2 Lesson 32: Review Rowling’s speech and the CWT Lesson 33: Identifying a claim and evidence for CWT Lesson 34: Writing a first draft of the culminating writing task Lesson 35: Revise a compare and contrast essay Lesson 36: Editing and publishing the culminating writing task Lesson 37: Begin research for extension task Lesson 38: Planning a speech Lesson 39: Writing a first draft of the extension task Lesson 40: Revising and editing a speech Lesson 41: Creating a visual presentation Lesson 42: Presentation of speeches



Guidebook 2.0 Unit 4 – *Steve Jobs' Commencement Address*

TYPE	Unit 4: <i>Steve Jobs' Commencement Address</i> ~ CONTENT	Standards Alignment
Culminating Writing Task ¹⁷	Student Prompt: Determine a central idea of Jobs' commencement address and explain how it is conveyed through particular details. Determine a similar central idea of paragraphs 18-22 of "The Fringe Benefits of Failure, and the Importance of Imagination" by J.K. Rowling and explain how it is conveyed through particular details. Write an essay that compares and contrasts how each central idea is introduced and elaborated in each speech, including examples and direct quotations.	(Note: Standards alignment depends on question content)
		RL.6.2 W.6.2 L.6.1
		RL.6.3 W.6.4 L.6.2
		RL.6.9 W.6.5 L.6.3
		W.6.9 L.6.6
		W.6.10
	Teacher Note: <i>Students should use appropriate transitions and precise language that clarify the relationships between the various ideas and provide a related conclusion. The writing should demonstrate command of proper grammar and usage, punctuation, spelling, and a variety of sentence patterns for meaning, interest, and maintaining a consistent style. Use peer and teacher conferencing as well as small- group writing time to target student weaknesses in writing (e.g., using appropriate organization and style or correct grammar and punctuation).</i>	

TYPE	Unit 4: <i>Steve Jobs' Commencement Address</i> ~ CONTENT	Standards Alignment
Cold-Read Assessment ¹⁸	Read paragraphs 18-22 of "The Fringe Benefits of Failure, and the Importance of Imagination" by J.K. Rowling independently and then answer a combination of multiple-choice and constructed-response questions about the text and in comparison to Jobs' commencement address, using evidence for all answers. Sample questions: - What is the purpose of this sentence in paragraph 18: "I had no idea then how far the tunnel extended, and for a long time, any light at the end of it was a hope rather than a reality"? How does another sentence within the passage serve a similar purpose? - Read these quotes from Jobs' commencement address and "The Fringe Benefits of Failure, and the Importance of Imagination" and then compare the two images developed by each. Answer the questions that follow. "It turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of success was replaced by the lightness of being a beginner again..." (Jobs) "I was set free, because my greatest fear had been realized, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter and a big idea. And so rock bottom became the solid foundation on which I rebuilt my life." (Rowling) How do the speakers explain failure? What additional evidence from either speech supports these statements? What viewpoint or purpose do these quotations convey? How do these ideas contribute to the development of the central idea of each text?	RI.6.1
		RI.6.2
		RI.6.3
		RI.6.5
		RI.6.6
		RI.6.8

¹⁷ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

¹⁸ Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.



Guidebook 2.0 Unit 4 – *Steve Jobs' Commencement Address*

TYPE	Unit 4: <i>Steve Jobs' Commencement Address</i> ~ CONTENT	Standards Alignment
Extension Task ¹⁹	Read excerpts from <i>The Secret of Success Is Not a Secret: Stories of Famous People Who Persevered</i>, Darcy Andries; “Entrepreneurs Whose Perseverance Will Inspire You,” Tom Zeleznock; and/or watch “Famous Failures.” All of the figures addressed within these excerpts overcame a failure as Steve Jobs did. Choose one of the people listed and gather relevant information from several sources. Include first- and secondhand accounts and find information presented in different formats through library or Internet research, assessing the credibility of each source. Possible texts for investigating: “No. 523: Edison’s Big Failure” (text and audio); “The Master’s Mistakes: Einstein Was Often Wrong, But Even His Errors Led to Deep Truths,” from DiscoverMagazine.com, Karen Wright; “Einstein’s 23 Biggest Mistakes” from DISCOVER Magazine; “Thomas Edison and Michael Jordan Were Failures,” Scott Cowley; “How Failure Taught Edison to Repeatedly Innovate” from Forbes, Nathan Furr; “Thomas Alva Edison—The Failed Inventions”; “Lincoln’s ‘Failures’?” Abraham Lincoln Online . Create a two-part written report. For part 1, write a research-based explanation of how the person you researched overcame failure to achieve success. Quote or paraphrase the conclusions of others while avoiding plagiarism and provide basic bibliographic information for sources. For part 2, emulate Jobs’ commencement address using various narrative techniques, such as dialogue, pacing, and description, to write an essay that explains how, in your own life, you have overcome a failure and turned it into a success. First, identify the primary message of your essay. Second, identify the strategies you will use to convey that central idea (using strategies similar to Jobs and Rowling). Third, write your essay, using relevant descriptive details. Establish a context, order events logically, and use appropriate transitions and precise words to convey ideas. Watch Jobs’ speech as a class and use a rubric to score Jobs’ performance and develop a list of characteristics of an effective speaker. Create a speech from your written report, following the list of characteristics of an effective speaker developed as a class. Include multimedia components (e.g., graphics, images, music, sound) and visual displays to enhance the presentation. Teacher Note: <i>The writing should use grade-appropriate words and phrases and demonstrate command of proper grammar, usage, punctuation, and spelling, including using pronouns correctly and a variety of sentence patterns for meaning, interest, and maintaining a consistent style. Have students present their report and narrative essay to the class, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.</i>	(Note: Standards alignment depends on question content)
		SL.6.2 W.6.1 L.6.1
		SL.6.4 W.6.2 L.6.3
		SL.6.5 W.6.3 L.6.6
		SL.6.6 W.6.4
		W.6.5
		W.6.7
		W.6.8
		W.6.9b
		W.6.10

¹⁹ Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

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Suggested Cross Curricular and Catholic Social Teaching Links

- Students make predictions about the consequences of immoral or unjust decisions of characters in novels (*Holes*, *Crash*, *Maniac Magee*). (Literature, Religion)
- Students read novels (*The Midwife's Apprentice*, *Crispin: The Cross of Lead*) and discuss issues of justice and human dignity in historical context. (Literature, Social Studies, Religion)
- Students read novels that explore the power of nature (Island of the Blue Dolphins) and our reliance on nature (Remote Man) with a growing understanding of their role of stewardship in the care of creation. (Literature, Science, Religion)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Language Arts, Religion)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Oral Communication, Religion)

Best Practice Suggestions for ELA in Catholic Schools

- Move into authentic “chapter books” and grade level adaptations of classics when possible. Avoid anthologies and readers. Tailor questions and assignments to the real-world experiences and natural questions of the readers in the class.
- Situate the study of literature within an interdisciplinary approach so that the theology, history, philosophy, beliefs, and practices of the time develop the “story” and inform the discussion of historical events.
- Use multiple literary approaches beyond “close reading,” such as moral analysis, to examine a text. Do more with the text than clinically dissect and disaggregate it. Link it with life, context, and transcendent meaning.

Recommended Reading List for Catholic Schools (Partial List)

Catholic school students should be familiar with most of these core works and authors. The recommendations on this list are minimal by design so as to make it possible to introduce students to the “great conversation” of both Western and Catholic culture. These works provide for basic cultural literacy and offer examples of excellent writing and storytelling. (You may wish to use this list to generate summer reading list.)

A Christmas Carol (Dickens)	Charlotte's Web (White)	King Arthur and His Knights (Green)	Our Town (Wilder)
A Wrinkle in Time (L'Engle)	Cyrano de Bergerac (Rostand)	Legend of Sleepy Hollow (Irving)	Roll of Thunder Hear My Cry (Taylor)
Adam of the Road (Gray)	Death Comes for the Archbishop (Cather)	Little House in the Big Woods (Wilder)	Sarah Plain and Tall (Wilder)
Amos Fortune, Free Man (Yates)	Dr. Jekyll and Mr. Hyde (Stevenson)	Little Women (Alcott)	Swallows and Amazons (Ransome)
Anne of Green Gables (Montgomery)	I, Juan de Pareja (deTrevino)	My Antonia (Cather)	The Adventures of Robin Hood (Green)
Around the World in Eight Days (Verne)	If All the Swords in England (Willard)	My Side of the Mountain (George)	The Bronze Bow (Speare)
Beowulf: A New Telling (Nye)	Johnny Tremain (Forbes)	Narrative of the Life of Frederick Douglas (Douglas)	The Call of the Wild (London)
Black Ships Before Troy: The Story of the Iliad.	Journey to the Center of the Earth (Verne)	Twenty Thousand Leagues Under the Sea (Verne)	The Chronicles of Narnia (Lewis)
The Crucible (Miller)	The Hobbit (Tolkien)	The Jungle Book (Kipling)	The Lord of the Rings (Tolkien)