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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 6th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Oral Expression and Listening | 1. Successful group discussions require planning and participation by all | | | | | | RWC10-GR.6-S.1-GLE.1 |
| 1. Reading for All Purposes | 1. Understanding the meaning within different types of literature depends on properly analyzing literary components | | | | | | RWC10-GR.6-S.2-GLE.1 |
| 1. Organizing structure to understand and analyze factual information | | | | | | RWC10-GR.6-S.2-GLE.2 |
| 1. Word meanings are determined by how they are designed and how they are used in context | | | | | | RWC10-GR.6-S.2-GLE.3 |
| 1. Writing and Composition | 1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice | | | | | | RWC10-GR.6-S.3-GLE.1 |
| 1. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop | | | | | | RWC10-GR.6-S.3-GLE.2 |
| 1. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy | | | | | | RWC10-GR.6-S.3-GLE.3 |
| 1. Research and Reasoning | 1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation | | | | | | RWC10-GR.6-S.4-GLE.1 |
| 1. Assumptions can be concealed, and require identification and evaluation | | | | | | RWC10-GR.6-S.4-GLE.2 |
| 1. Monitoring the thinking of self and others is a disciplined way to maintain awareness | | | | | | RWC10-GR.6-S.4-GLE.3 |
| **Colorado 21st Century Skills** | | **Text Complexity** | | | | | |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | | **Length of Unit** |  | | |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** | |  | | | |  |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | | | |
| **Unit Strands** |  | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |