

English Language Arts - SpringBoard Curriculum Map
Grade 6, Level 1, Unit 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Reading Literary 6.1; 6.2; 6.3; 6.5; 6.6; 6.10</p> <p>Reading Informational 6.1; 6.3; 6.5</p> <p>Writing 6.3; 6.3a; 6.3b; 6.3c; 6.3d; 6.3e; 6.5; 6.10</p> <p>Language 6.1; 6.1a; 6.3; 6.3a; 6.5; 6.5a; 6.6</p> <p>Speaking/Listening 6.2</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Write both real and imagined narratives that engage readers through the use of narrative elements.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>We tell stories to reflect, communicate, entertain, or teach.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can change be significant? • What makes a good story?
	Acquisition	
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> • Provide evidence of research (gathering evidence, forming questions, refocusing inquiry, and evaluating sources) • Avoid plagiarism through proper citation • Sequence reasons and evidence to support claim during debate • Integrate visual or multimedia displays to enhance and clarify information • Transition between talking points and respond to others' ideas by contributing new support or elaborating • Use effective eye contact, volume pacing, and clarity • Maintain a consistent appropriate style and tone • Demonstrate command of conventions of standard English • Write a multi-paragraph letter that addresses the prompt • Provide a clear claim supported by compelling reasons, evidence, and commentary • Include relevant facts, details, quotes and/or paraphrases and rhetorical appeals (pathos, logos) • Organize letter with an engaging introduction and thoughtful conclusion. • Use a variety of transitions within and between paragraphs to create coherence. • Use persuasive and connotative diction while maintaining appropriate style and tone. • Demonstrate command of the conventions of standard English • Work through all stages of the writing process. 		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Rubric criteria as defined by SpringBoard Rubric	<p>PERFORMANCE TASK(S):</p> <p>Embedded Assessment 1: Writing a Personal Narrative</p> <p>Embedded Assessment 2: Writing a Short Story</p>	
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Narrative Writing Prompts: Activities 1.4, 1.5, 1.6, 1.9, 1.10, 1.12, 1.13, 1.15, 1.16, 1.17, 1.19 • Citing Textual Evidence: Activities 1.5, 1.6, 1.7, 1.12, 1.15, 1.17, 1.18 • Narrative Analysis Poster: Activity 1.7 • Narrative Memory Map: Activity 1.10 • Reader/Writer Notebook and Key Ideas and Details Questions: ongoing • Unit Assessment: online 	

English Language Arts - SpringBoard Curriculum Map
Grade 6, Level 1, Unit 2

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Reading Literary 6.1; 6.2; 6.3; 6.4; 6.9</p> <p>Reading Informational 6.1; 6.2; 6.3</p> <p>Writing 6.2; 6.2a; 6.2b; 6.2c; 6.2f; 6.4; 6.5; 6.7; 6.8; 6.9; 6.9a; 6.9b; 6.10</p> <p>Language 6.1c; 6.3; 6.3a; 6.4; 6.4a; 6.5; 6.5a; 6.6</p> <p>Speaking/Listening 6.1; 6.1a; 6.1b; 6.1c; 6.2</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>write an explanatory response that conveys their analysis of a novel and write an expository essay on their interpretations and conclusions</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Understand change and growth are a regular part of human nature.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can talking and working with others help one analyze a text? • How do internal and external forces help people grow?
	Acquisition	
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> • Write an expository response that addresses the prompt. • Analyze how literary element(s)—character, plot, setting, conflict—contribute to the overall text. • Develop ideas using relevant, supporting textual evidence. • Introduce main idea in an engaging manner and organize ideas logically in the middle and provide a satisfying conclusion. • Use a variety of transitions and precise literary terms in an insightful manner. • Demonstrate command of pronoun use, sentence variety, and verb tense. • Work through all stages of the writing process. • Write a multi-paragraph expository essay that addresses the prompt with clear focus and a sustained main idea. • Integrate relevant evidence from various sources (e.g., literature, nonfiction, personal experience, research) with detail and analyze with thoughtful commentary. • Organize essay to begin with engaging hook and clear thesis and end with an insightful conclusion. • Use a variety of transitions and topic sentences to create coherence and integrate ideas between and within body paragraphs. • Use precise, accurate diction to illustrate the topic and demonstrate command of parallel structure, commas in a series, and semicolons. • Work through all stages of the writing process. 		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Rubric criteria as defined by SpringBoard Rubric	<p>PERFORMANCE TASK(S):</p> <p>Embedded Assessment 1: Responding to Literature Embedded Assessment 2: Writing an Expository Essay</p>	
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Expository Writing Prompts: Activities 2.2, 2.3, 2.5, 2.7, 2.10, 2.14 2.15, 2.16, 2.19, 2.21 • Citing Textual Evidence: Activities 2.2, 2.5, 2.6, 2.9, 2.15, 2.18, 2.19 • Double-Entry Journal: Activity 2.4 • Fishbowl: Activity 2.8 • Collaborative Visual Representation: Activity 2.11, 2.13 • Research: Activity 2.20 	

English Language Arts - SpringBoard Curriculum Map
Grade 6, Level 1, Unit 3

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Reading Literary</p> <p>Reading Informational 6.1; 6.2; 6.4; 6.5; 6.6; 6.7; 6.10</p> <p>Writing 6.1; 6.1a; 6.1b; 6.1c; 6.1d; 6.1e; 6.4; 6.5; 6.8; 6.10</p> <p>Language 6.3; 6.3b; 6.4c; 6.4d; 6.6</p> <p>Speaking/Listening 6.1; 6.1a; 6.1d; 6.2; 6.3; 6.4; 6.5; 6.6</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>effectively debate contemporary issues and write an argumentative letter to convince an audience to support their position on a topic</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>A successful argument identifies the specific audience they are trying to convince and selecting and organizing the right information and language to communicate their position.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why do we have controversy in society? • How do we communicate in order to convince others?
	Acquisition	
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> • Provide evidence of research (gathering evidence, forming questions, refocusing inquiry, and evaluating sources) • Avoid plagiarism through proper citation • Sequence reasons and evidence to support claim during debate • Integrate visual or multimedia displays to enhance and clarify information • Transition between talking points and respond to others' ideas by contributing new support or elaborating • Use effective eye contact, volume pacing, and clarity • Maintain a consistent appropriate style and tone • Demonstrate command of conventions of standard English • Write a multi-paragraph letter that addresses the prompt • Provide a clear claim supported by compelling reasons, evidence, and commentary • Include relevant facts, details, quotes and/or paraphrases and rhetorical appeals (pathos, logos) • Organize letter with an engaging introduction and thoughtful conclusion. • Use a variety of transitions within and between paragraphs to create coherence. • Use persuasive and connotative diction while maintaining appropriate style and tone. • Demonstrate command of the conventions of standard English • Work through all stages of the writing process. 		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Rubric criteria as defined by SpringBoard Rubric	<p>PERFORMANCE TASK(S):</p> <p>Embedded Assessment 1: Researching and Debating a Controversy</p> <p>Embedded Assessment 2: Writing an Argumentative Letter</p>	
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Argumentative Writing Prompts: Activities 3.6, 3.7 • Citing Textual Evidence: Activities 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.11, • Creating an Argument: Activity 3.3, 3.4, 3.6, 3.7, 3.11 • Research: Activities 3.4, 3.5, 3.12 • Revision: Activities 3.13, 3.14, 3.15 • Reader/Writer Notebook and Key Ideas and Details Questions: ongoing • Unit Assessment: online 	

English Language Arts - SpringBoard Curriculum Map
Grade 6, Level 1, Unit 4

Stage 1 Desired Results			
<p>ESTABLISHED GOALS</p> <p>Reading Literary 6.1; 6.2; 6.3; 6.5; 6.7; 6.10</p> <p>Reading Informational 6.1</p> <p>Writing 6.1; 6.1a; 6.1b; 6.2; 6.2a; 6.8; 6.10</p> <p>Language 6.5; 6.5a; 6.6</p> <p>Speaking/Listening 6.1a; 6.1b; 6.1d; 6.2; 6.3; 6.4; 6.5; 6.6</p>	Transfer		
	<p><i>Students will be able to independently use their learning to...</i> collaborate to present information to and perform in front of their peers.</p>		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i> Essential to becoming college and career ready is studying works which extend across genres, cultures, and centuries.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can research shape one's understanding of a literary text? How is reading a text similar to and different from viewing and performing a text? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i> Essential to becoming college and career ready is studying works which extend across genres, cultures, and centuries.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can research shape one's understanding of a literary text? How is reading a text similar to and different from viewing and performing a text?
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Essential to becoming college and career ready is studying works which extend across genres, cultures, and centuries.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can research shape one's understanding of a literary text? How is reading a text similar to and different from viewing and performing a text? 	
Acquisition			
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> Support a focused main idea with relevant descriptions, facts, and details from a variety of sources Include a complete and accurate bibliography or works cited page Demonstrate evidence of strong collaboration Sequence ideas effectively including engaging introduction, clear headings, smooth transitions, and logical conclusion Integrate multimedia to enhance ideas Use transitions between talking points, effective eye contact, volume, pacing, and clarity Maintain appropriate style and tone; consistently use academic and literary vocabulary Demonstrate command of conventions of standard English, including a variety of syntax Demonstrate deep understanding of scene and characters Use variety of physical and visual elements (facial expressions, movement, props or background sounds/images) effectively Show evidence of extensive planning, rehearsal, reflection and of strong collaboration Sequence scene with engaging introduction, clear middle, and effective conclusion Use contact, volume, rate, inflection, tone and rhythm to demonstrate effective oral interpretation Uses punctuation cues (periods, commas, semi-colons, dashes, exclamation points) accurately and consistently to inform vocal delivery. 			
Stage 2 - Evidence			
Evaluative Criteria	Assessment Evidence		
Rubric criteria as defined by SpringBoard Rubric	<p>PERFORMANCE TASK(S): Embedded Assessment 1: Researching and Presenting Shakespeare Embedded Assessment 2: Performing Shakespeare</p>		
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Expository Writing Prompts: Activities 4.3, 4.4, 4.6, 4.8, 4.15 Citing Textual Evidence: Activities 4.3, 4.4, 4.13, 4.14 Evaluating Argument: Activity 4.3 Multimedia Research Display: Activity 4.5 Evaluating/Reflecting on a Performance: Activities 4.10, 4.11, 4.12, 4.14 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online 		