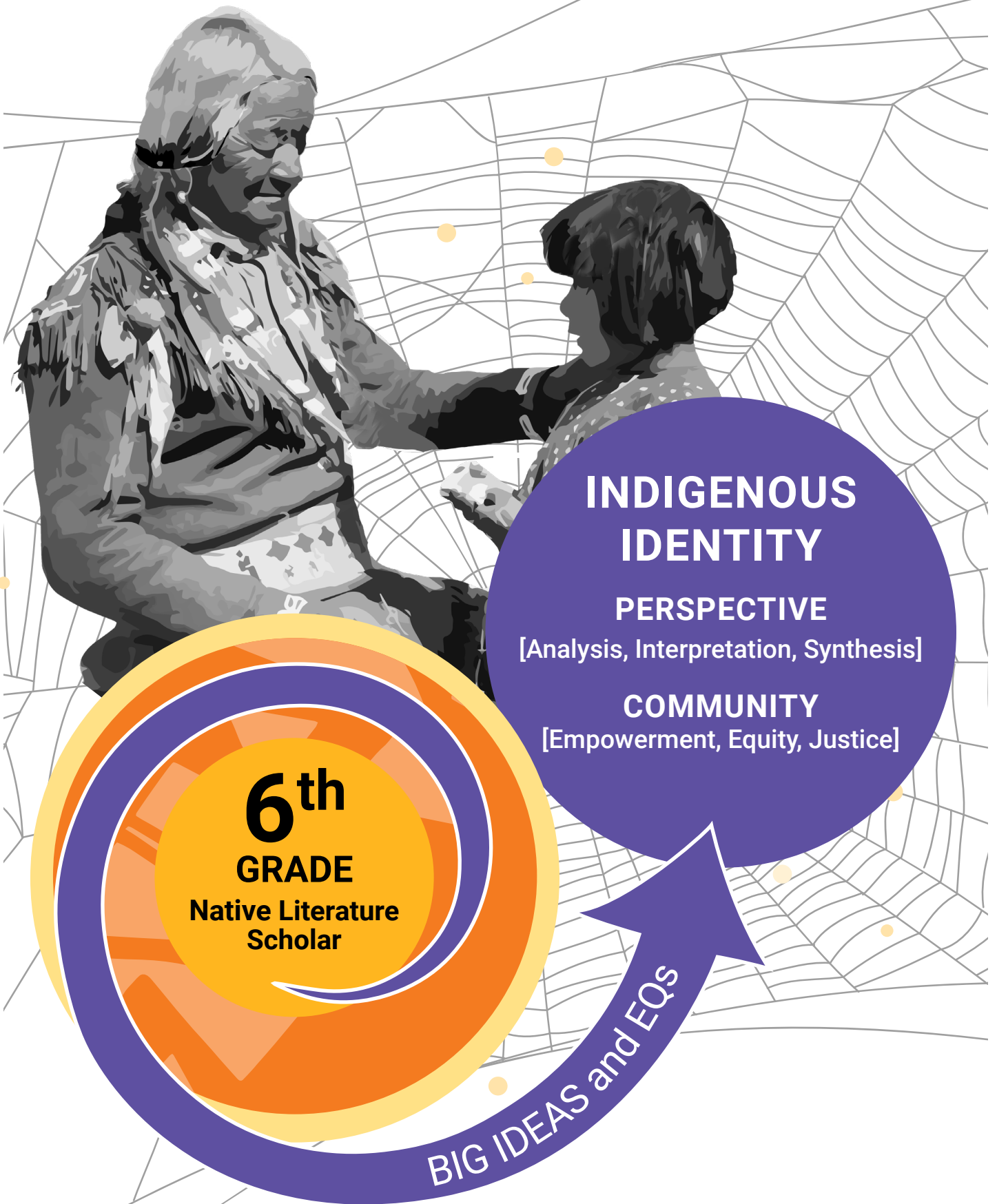


NATIVE LITERATURE & HISTORY PROGRAM DESIGN

6th GRADE
YEARLONG



6th
GRADE
Native Literature
Scholar

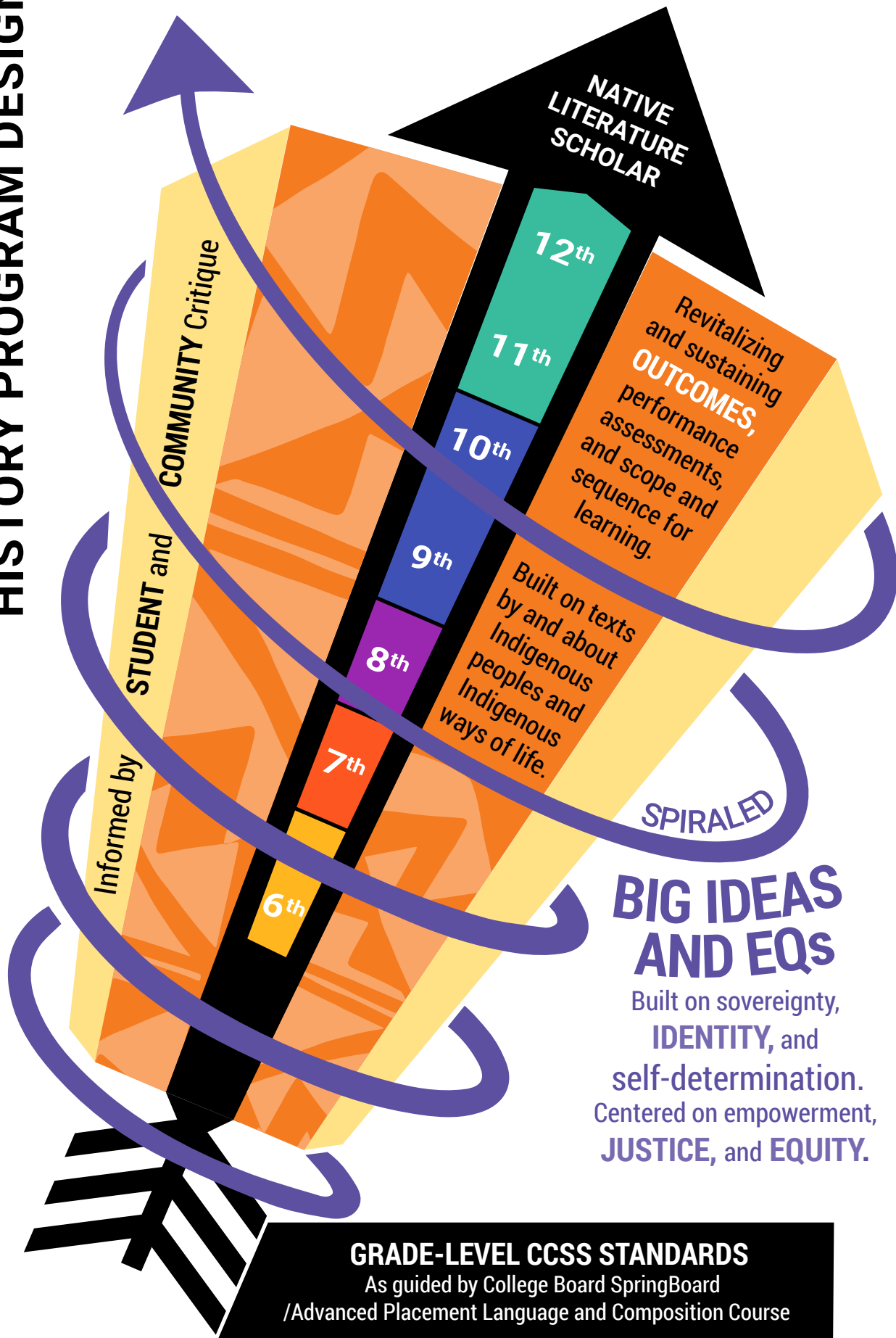
**INDIGENOUS
IDENTITY**

PERSPECTIVE
[Analysis, Interpretation, Synthesis]

COMMUNITY
[Empowerment, Equity, Justice]

BIG IDEAS and EQs

NATIVE LITERATURE & HISTORY PROGRAM DESIGN





Designer Positionality Statement

PAUL LEFRANCOIS is an educator in Northern New Mexico who focuses on building and supporting place-based and community-based learning opportunities for students and teachers alike. Paul holds a Master's Degree in K-8 Elementary Education from the University of New Mexico and a Bachelor's Degree in Philosophy from Dickinson College, but considers his time teaching at Kha'p'o Community School (Santa Clara Pueblo) to be his most formative learning experience in the world of K12 education.

VALERIE SIOW is from the Pueblo of Laguna located in New Mexico. Her drive to become an educator was motivated by her college experience, specifically never having read a text by an Indigenous author or learning about the atrocities committed on this continent in her K-12 years. She has spent 13 years as a classroom teacher, nine of which were at the Native American Community Academy where she co-developed a middle school Native Literature curriculum. Valerie served as a curriculum writer in various projects that focused on providing a counter-narrative to history and literature that is generally taught in American schools. Currently, she works at the NACA Inspired Schools Network, supporting the next generation of change makers aiming to bring a relevant Indigenous education to their respective communities.

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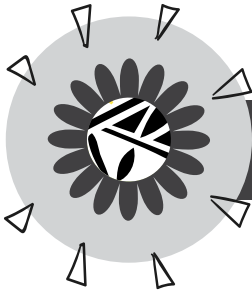
STAGE 3: Scope and Sequence

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Program-Wide: Resources For Design

➡ links

- [🔗 Equity Glossary](#)
- [🔗 White Supremacy Resources \(*Slavery/Capitalism • Genocide/Colonialism • Orientalism/War*\)](#)
- [🔗 Dził Dít'ooł School of Empowerment, Action and Perseverance - DEAP School resources](#)
- [🔗 UNDRIP - United Nations Declaration of Right for Indigenous Peoples](#)
- [🔗 NISN Native Literature Reading List](#)
- [🔗 NISN past curriculum in Indigenous Humanities](#)



Program-Wide: Big Ideas and EQs

INDIGENOUS IDENTITY (Joy)

How can we use Native Literature to explore my identity as a student, community member, and global citizen?

How are Native Literature texts both a mirror and a window?

*** What have I learned about myself or others when reading Indigenous / Native Literature?**

EMPOWERMENT, EQUITY, and JUSTICE

How am I using Native Literature to empower myself and advocate for equity, justice, and resilience for my community?

*** How does reading and creating Indigenous / Native Literature elevate my voice and the voice of my classmates? How does reading and creating Indigenous / Native Literature elevate issues of equity and justice for my community?**

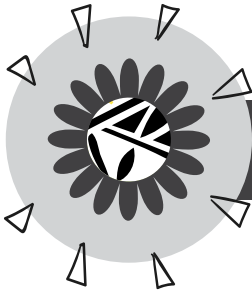
SKILLS OF ANALYSIS, INTERPRETATION, and SYNTHESIS

How do readers and writers' interdependence create meaning?

How does a Native scholar effectively synthesize and articulate an interpretation (performance tasks, seminar discussion, analytical or argumentative writing, etc.)?

*** What is the relationship between reader and writer? As a Native Lit. Scholar, how does this relationship impact you?**

* modified to fit 6th grade / early middle school



Program-Wide: Culminating Outcomes

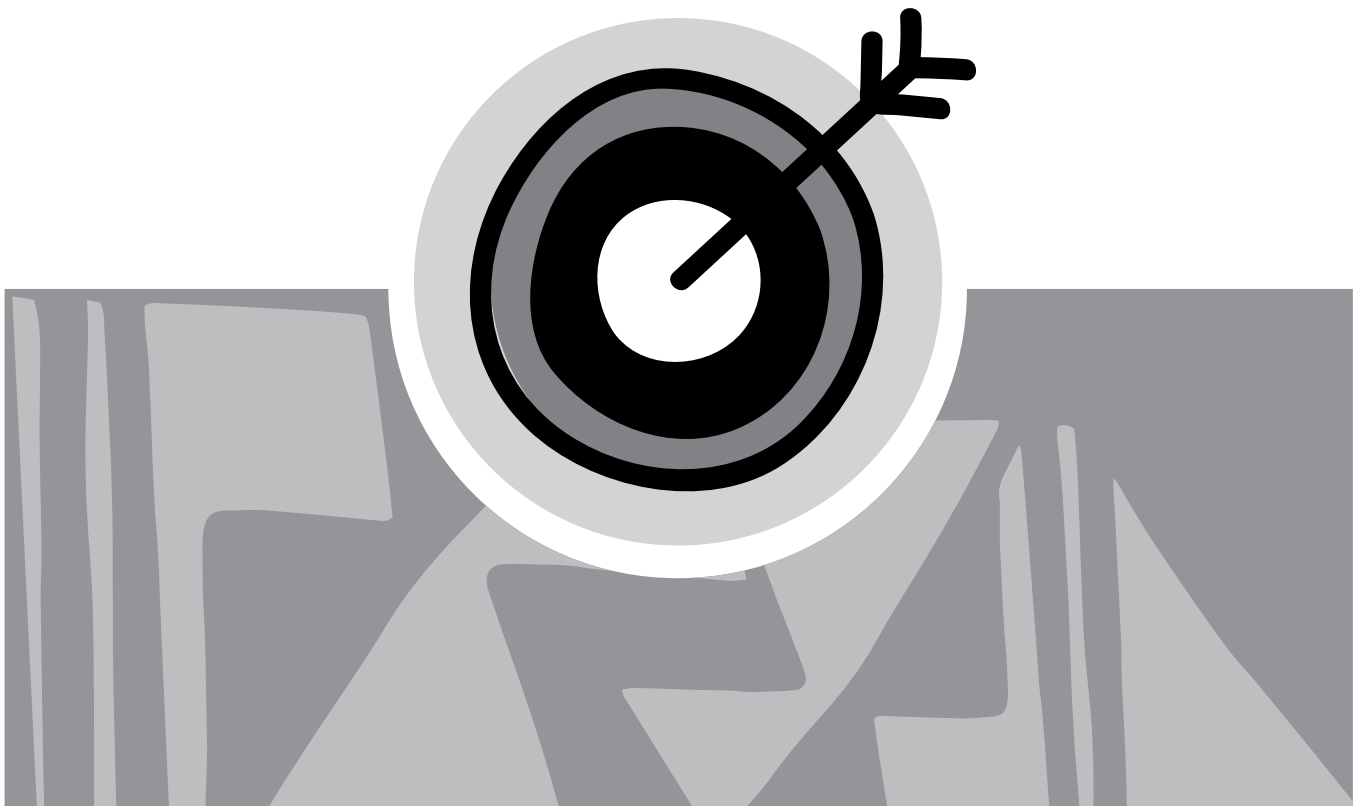
By the end of 6th grade, students will be able to build textual connections that help them explore, question, and analyze their identity as individuals, as Native Lit Scholars, and as community members. During the 6th grade year, students are navigating through an ever growing awareness of the broader world and have the opportunity to deepen inherent understandings of equity and justice. Realizing this, we see 6th grade as a time when students are ready to grow in many skills and consider many perspectives, as well as a time when their voices can shine through and be heard as a clarion call.

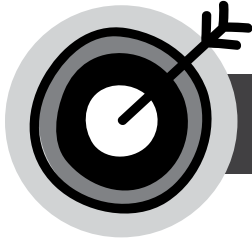
- Students will be able to determine central themes of and summarize texts.
- Students will be able to write a literary analysis, synthesize literature and engage actively in and build upon peers' ideas in a literature-based discussion.
- Students will be able to cite evidence to support their inferences and reasoning about a text.
- Students will be able to consider how point of view and purpose shape a text and they will synthesize ideas when reading from multiple points of perspective.
- Finally, students will be able to draft and produce meaningful writing appropriate to purpose and audience.

DESIRED RESULTS

BIG IDEAS

- **Indigenous Identity**
- **Perspective - Analysis, Interpretation, Synthesis**
- **Community - Empowerment, Equity, Justice**





EQs and EUs

REFERENCE

 [Finding Big Ideas and Assessment Evidence @ NISN video](#)

 [Building EQs and EUs @ NISN video](#)

Yearlong Essential Questions

(based on yearlong Big Idea)

Indigenous Identity:

- What have I learned about myself or others when reading Indigenous / Native Literature?

Empowerment, Equity, and Justice:

- How does reading and creating Indigenous / Native Literature elevate my voice and the voice of my classmates?
- How does reading and creating Indigenous / Native Literature elevate issues of equity and justice for my community?

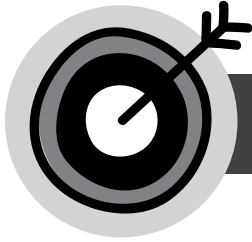
Analysis, Interpretation, and Synthesis:

- What is the relationship between reader and writer?
- As a Native Lit. Scholar, how does this relationship impact you?

Yearlong Enduring Understandings

(based on yearlong Big Ideas)

- Our connection to places and people, like family and community, form who we are and serve as our guiding values that give us strength in times of adversity.
- Identity is shaped by many different factors, including place, family, and other forces (how do we define these complex other forces? Especially social / political forces?).
- Identity can change over time. Identity can also have immutable qualities (some things stay the same over time).
- Storytelling is an important way of talking about identity.



EQs and EUs (continued)

Supporting / Related Questions for Unit Plans:

- How is identity constructed and how does it change over time?
- How does an author's identity impact the stories they tell?
- How do people, places and experience shape our identities?
- Or, how do people, places and experiences shape us?
- How are our identities shaped and evolved over time?
- What does it mean to be from a place or from a people?
- How does identity impact a person's path in life?
- How is identity shaped by adversity?
- Does a person's identity change over time? How? Why?
- What decides a person's identity?
- Who decides what identity is? (How is identity constructed?)

Content EQ:

- How do political and social factors influence our identities?

Skills EQ:

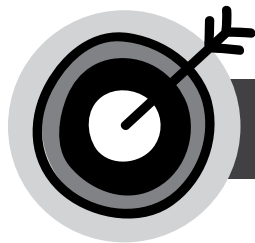
- What does it mean to be a critical reader, writer, and thinker? (These skills exist in harmony).

Content EU:

- In this day and age, we are both individual and collective. Our identities are shaped by a complex web of history and current events; given that understanding, we each have a role in shaping our own identities.

Skills EU:

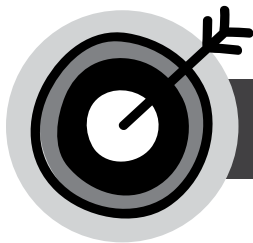
- To elevate my voice and the perspective of my community, I can use my skills as a Native Lit. Scholar (critical reader, writer, and thinker). These skills expand the set of strategies I can use to seek equity and justice.



Anchor Standards

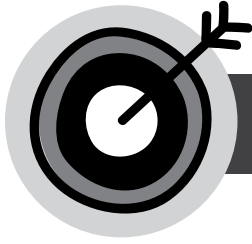
📖 English Language Arts Anchor Standards

<p>Reading: Literature or Informational</p>	<ul style="list-style-type: none"> ● Key Ideas & Details <ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RL.6.1 - Cite evidence; make inferences. 📖 CCSS.ELA-LITERACY.RL.6.2 - Determine central themes and summarize. 📖 CCSS.ELA-LITERACY.RL.6.3 - Analyze how ideas develop and interact. ● Craft & Structure <ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RL.6.4 - Interpret word choice. 📖 CCSS.ELA-LITERACY.RL.6.5 - Analyze text structure. 📖 CCSS.ELA-LITERACY.RL.6.6 - Explain how point of view and purpose shape a text. ● Integration of Knowledge and Ideas <ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RL.6.7 - Evaluate multiple modes of expression. 📖 CCSS.ELA-LITERACY.RL.6.8 - Evaluate arguments and claims. 📖 CCSS.ELA-LITERACY.RL.6.9 - Analyze multiple texts on the same topic. ● 📖 CCSS.ELA-LITERACY.RL.6.10 - Engage with texts at appropriate complexity (this is an on-going area of focus in CCSS across grade levels).
<p>Writing</p>	<ul style="list-style-type: none"> ● 📖 CCSS.ELA-LITERACY.W.6.1 (A-E) Write arguments including claims, reasoning, and evidence. ● Informative / Explanatory Writing <ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. + CCSS.ELA-LITERACY.W.6.2 (A-F) (Detailed Standards for Informative / Explanatory Texts). ● Narrative Writing <ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. + CCSS.ELA-LITERACY.W.6.3 (A-E) (Detailed Standards for Narrative Writing).



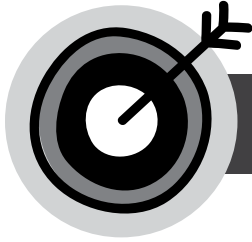
Anchor Standards (continued)

<p>Writing: (continued)</p>	<ul style="list-style-type: none"> ● Production and Distribution (Writing Process) <ul style="list-style-type: none"> 📄 CCSS.ELA-LITERACY.W.6.4 - Write with purpose. 📄 CCSS.ELA-LITERACY.W.6.5 - Revise, edit, and rewrite. 📄 CCSS.ELA-LITERACY.W.6.6 - Use technology to collaborate and publish. ● Research to Present <ul style="list-style-type: none"> 📄 CCSS.ELA-LITERACY.W.6.7 - Conduct short research projects. 📄 CCSS.ELA-LITERACY.W.6.8 - Evaluate multiple print and digital sources. 📄 CCSS.ELA-LITERACY.W.6.9 - Evaluate credibility of sources.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ● Comprehension & Collaboration <ul style="list-style-type: none"> 📄 CCSS.ELA-LITERACY.SL.6.1 - Build on other's ideas and express oneself. 📄 CCSS.ELA-LITERACY.SL.6.1A - Prepare for discussions and cite evidence from text. 📄 CCSS.ELA-LITERACY.SL.6.1C - Pose and respond to questions. 📄 CCSS.ELA-LITERACY.SL.6.1D - Demonstrate understanding of multiple perspectives. 📄 CCSS.ELA-LITERACY.SL.6.3 - Delineate a speaker's argument.
<p>Language</p>	<ul style="list-style-type: none"> ● Conventions <ul style="list-style-type: none"> 📄 CCSS.ELA-LITERACY.L.6.1 / 6.2 - Demonstrate command of conventions in writing and speaking (tie into coding / code-switching?). ● Knowledge of Language <ul style="list-style-type: none"> 📄 CCSS.ELA-LITERACY.L.6.3 - Vary or maintain strategies based upon audience, goals, and context. ● Vocabulary <ul style="list-style-type: none"> 📄 CCSS.ELA-LITERACY.L.6.4 / 6.5 - Apply various strategies to determine the meaning of unknown or multiple meaning words (i.e. use context clues; use Latin and Greek affixes and roots; consult reference materials). Interpret figurative language.



Major Strands in 6th Grade CCSS: RL + RI

Strand / Skill	Examples
<p>Key Ideas & Details</p> <ul style="list-style-type: none"> • Cite evidence; make inferences. • Determine central themes and summarize. • Analyze how ideas develop and interact. 	
<p>Craft & Structure</p> <ul style="list-style-type: none"> • Interpret word choice. • Analyze text structure. • Explain how point of view and purpose shape a text. 	
<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Evaluate multiple modes of expression. • Evaluate arguments and claims. • Analyze multiple texts on the same topic. 	
<p>Engage with texts at appropriate complexity</p> <p>(this is an on-going area of focus in CCSS across grade levels)</p>	



Major Strands in 6th Grade CCSS: RL + RI

Writing

- **Write arguments including claims, reasoning, and evidence.**
- **Text Types & Purposes**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
[📄 CCSS.ELA-LITERACY.W.6.2](#) (A-F) (Detailed Standards for Informative / Explanatory Texts).
- **Narrative Writing**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
[📄 CCSS.ELA-LITERACY.L.6.3](#) (A-E) (Detailed Standards for Narrative Writing).
- **Production and Distribution** (Writing Process)
 - Write with purpose.
 - Revise, edit, and rewrite.
 - Use technology to collaborate and publish.
- **Research to Present**
 - Conduct short research projects.
 - Evaluate multiple print and digital sources.
 - Evaluate credibility of sources.

Speaking and Listening

- **Comprehension & Collaboration**
 - Build on other's ideas and express oneself
 - Cite evidence from text
 - Pose and respond to questions
 - Demonstrate understanding of multiple perspectives
 - Delineate a speaker's argument

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn **how to interpret, analyze and discuss texts critically**, so that in the long run, on their own, they will be able to **evaluate and synthesize information and respond in a way that speaks truth to their lived experiences and sustains their community's ways of being.**





Performance Assessment (use GRASPS)

GRASPS

Goal:

Core texts in this grade level are connected to events, policies, and historical traumas that have significantly impacted Indigenous People on this continent. Specifically, they are:

- Colonization
- Termination
- Relocation
- Trail of Tears
- Shifting identities

You will select one of these events or policies to research in depth. You will analyze informational texts and seek primary sources. The driving questions for your research will be: **How does authoring Indigenous / Native Literature elevate my voice and the voice of my classmates? How does authoring Indigenous / Native Literature elevate issues of equity and justice for my community?**

Role:

Your role will be as a critical historian evaluating primary and secondary sources, a reader who makes meaning from text and synthesizes information, and as an author who will contribute to the genre of Native Literature.

Audience:

Your audience will be peers and community members (staff, parents) from your school

Scenario:

1. Select a event or policy
2. Conduct research for information and a primary source connected to events/policy.
3. Synthesize and evaluate information, then use this to create a historical narrative or informational text that correlates to the event or policy you researched.
4. Display or read aloud your story at a community night at your school.

Product:

1. If writing a narrative, ensure that your story has an event sequence, well-developed characters, includes dialogue and descriptive details.
2. If writing an informational text, ensure that your writing organizes ideas clearly. Includes and defines important vocabulary and concepts.



Performance Assessment (continued)

Standards:

● Research to Build and Present Knowledge

- ✓ I can conduct short research projects to answer a question (W.6.7)
- ✓ I can gather relevant information from multiple print and digital sources, assess their credibility and quote or paraphrase the data (W.6.8)
- ✓ I can draw evidence from literary or informational texts to support my analysis, reflection and research (W.6.9)

● Writing- Narrative

- ✓ I can engage my reader by establishing context and introducing characters (W.6.3.A)
- ✓ I can use narrative techniques like dialogue, pacing and description to develop the events and characters in my narrative.(W.6.3.B)
- ✓ I can use transitions, phrases and clauses effectively to convey sequence in my narrative (W.6.3.C)
- ✓ I can use precise words and phrases, descriptive details to convey experience and events in my narrative (W.6.3.D)

● Writing- Informational/Expository

- ✓ I can organize my writing so that the ideas, concepts and information presented is clear (W.6.2.A)
- ✓ I can use strategies like definitions, classification, compare/contrast and formatting help the reader understand my content (W.6.2.A)
- ✓ I can develop my informational text with relevant facts, concrete details and other important information (W.6.2.B)
- ✓ I can use precise vocabulary that pertains to my selected event/policy
- ✓ I can establish and maintain a formal style (W.6.2.E)

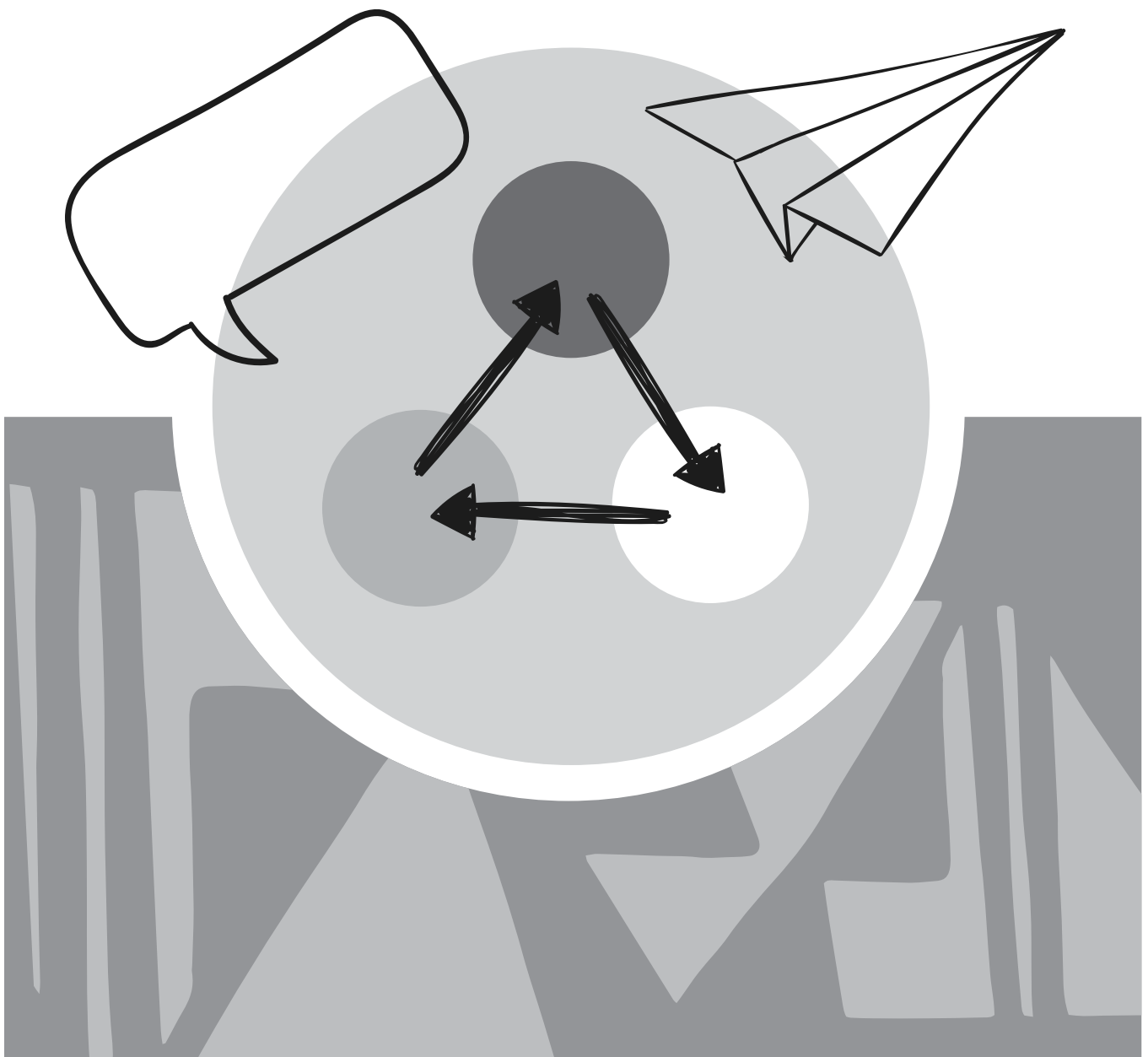
● Product and Distribution of Writing

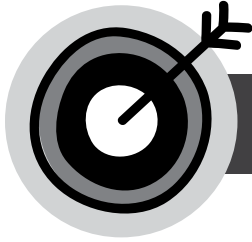
- ✓ I can produce clear and coherent writing that aligns with the performance assessment expectations (W.6.4)
- ✓ I can improve my writing by planning, revising, editing and rewriting along with feedback from my peers and teacher (W.6.5)
- ✓ I can use technology to produce and publish my writing (W.6.6)

● Language

- ✓ I can demonstrate proficiency in the conventions of standard English grammar when writing (L.6.1)

SCOPE AND SEQUENCE





UNIT 1

CORE TEXT: *How I Became a Ghost* by Tim Tingle

Unit Narrative:

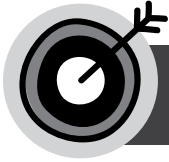
Students will read the text *How I Became a Ghost* by Tim Tingle which is a historical fiction narrative centered on the Choctaw experience of the Trail of Tears. Students will explore this event through the eyes of a young male protagonist and unpack how identity is shaped by family and cultural expectations. Furthermore, students will explore how stories are fundamental to Indigenous ways of being. A supplemental text to this unit includes the podcast *This Land*. Students will be introduced to foundational skills that will spiral from middle school through high school including annotations and written literary analysis.

Essential Question:

- How do people, places and experience shape our identities?

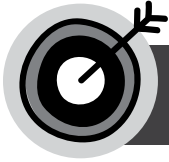
Key Equity Terms:

- Colonization
- Settler Colonialism









UNIT 1 - Anchor Standards

<p>Reading: Literature</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 📖 CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 📖 CCSS.ELA-LITERACY.RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 📖 CCSS.ELA-LITERACY.RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 📖 CCSS.ELA-LITERACY.RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text. 📖 CCSS.ELA-LITERACY.RL.6.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
<p>Reading: Informational</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RI.6.7 - Compare and contrast one author's presentation of events with that of another. 📖 CCSS.ELA-LITERACY.RI.6.9 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
<p>Writing</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 📖 CCSS.ELA-LITERACY.W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 📖 CCSS.ELA-LITERACY.W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.



UNIT 1 - Anchor Standards (continued)

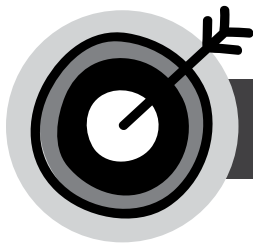
<p>Writing (continued)</p>	<ul style="list-style-type: none">  CCSS.ELA-LITERACY.W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  CCSS.ELA-LITERACY.W.6.3.D - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<p>Speaking and Listening</p>	<ul style="list-style-type: none">  CCSS.ELA-LITERACY.SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  CCSS.ELA-LITERACY.SL.6.3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  CCSS.ELA-LITERACY.SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  CCSS.ELA-LITERACY.SL.6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)



UNIT 1 - Embedded Assessment

Podcast:

Students will produce a podcast that features a story and/or interview that has shaped their identity.



UNIT 2

CORE TEXT: *Indian No More* by Charlene Willing and Traci Sorell

Unit Narrative:

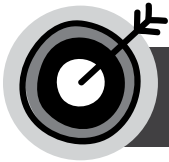
Students will read the text *Indian No More* which is a fictional story based on the author's lived experience. The text features a young girl and her family who experience the Termination and Relocation Acts of the 1950s and find themselves in Los Angeles. The main character, Regina Petit, continuously questions what it means to be "Indian" given her new reality. In this unit, students will learn about social and political factors that influence our identities. Students will analyze the termination and relocation era through the lens of this text, other narratives and informational texts. They will also be introduced to protocols for literature-based discussions.

Essential Questions:

- What decides a person's identity?
- How does an author's identity impact the stories they tell?

Key Equity Terms:

- Racism or assimilationist
- Racist policies



UNIT 2 - Anchor Standards

Speaking and Listening

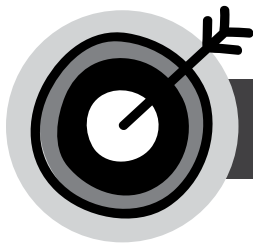
- 📌 [CCSS.ELA-LITERACY.SL.6.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 📌 [CCSS.ELA-LITERACY.SL.6.1.A](#) - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 📌 [CCSS.ELA-LITERACY.SL.6.1.C](#) - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 📌 [CCSS.ELA-LITERACY.SL.6.1.D](#) - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 📌 [CCSS.ELA-LITERACY.SL.6.3](#) - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.



UNIT 2 - Embedded Assessment

Family Research Project:

Students will conduct a family research project on family history and stories. Use that research to draft a narrative reflection on the unit's EQ.



UNIT 3

CORE TEXT: *Between the Deep Blue Sea and Me* by Lurline Wailana McGregor

Unit Narrative:

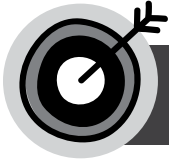
Students will read the text *Between the Deep Blue Sea and Me*, a piece of contemporary fiction featuring a protagonist seeking to understand her ancestry and its role in the modern world. The story features themes of “traditional and modern,” the importance of language, and the relationships that people navigate throughout their lives. When reading this text, students will practice key skills of summarizing, considering multiple perspectives or points of view, analyzing how ideas interact in a text, and reading multiple texts on a topic (i.e. learning about the history of Hawai’i in order to develop a deeper understanding of characters in the text).

Essential Questions:

- What does it mean to connect with a new, or old, part of your identity? OR How does your identity determine the decisions you make?
- How do your decisions affect your identity?

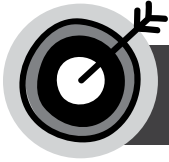
Key Equity Terms:

- Cultural Appropriation
- Indigeneity
- Settler Colonialism



UNIT 3 - Anchor Standards

<p>Reading: Literature</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 📖 CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 📖 CCSS.ELA-LITERACY.RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 📖 CCSS.ELA-LITERACY.RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text. 📖 CCSS.ELA-LITERACY.RL.6.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
<p>Reading: Informational</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 📖 CCSS.ELA-LITERACY.RI.6.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 📖 CCSS.ELA-LITERACY.RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 📖 CCSS.ELA-LITERACY.RI.6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<p>Writing</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.W.6.1 - Write arguments to support claims with clear reasons and relevant evidence. 📖 CCSS.ELA-LITERACY.W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <p>(+ Writing & Research Processes to Support W6.1 and W6.3)</p>



UNIT 3 - Anchor Standards (continued)

<p>Speaking and Listening</p>	<p>📖 CCSS.ELA-LITERACY.SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>📖 CCSS.ELA-LITERACY.SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>📖 CCSS.ELA-LITERACY.SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>Language</p>	<p>📖 CCSS.ELA-LITERACY.L.6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>📖 CCSS.ELA-LITERACY.L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>📖 CCSS.ELA-LITERACY.L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>📖 CCSS.ELA-LITERACY.L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>(+ Bring in discussion around Critical Race Theory and code- switching re: conventions)</p>



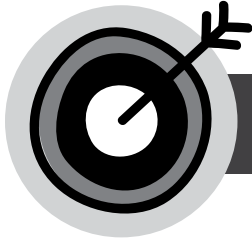
UNIT 3 - Embedded Assessment

What decides a person's identity?

How does a person's identity impact the stories they tell?

(A) Possible extension for Unit 3 - "Revisit your family research project from unit 2; looking back on your research, draft a narrative reflection on the unit's EQ - What does it mean to connect with a new, or old, part of your identity? Present your insights and reflections as part of a class discussion."

(B) "Imagine the Interim" - using what you know about the characters in *Between the Deep Blue Sea and Me*, Hawaiian history, and storytelling, write a chapter detailing Moana's life between the final chapter of the book and the Epilogue. Your chapter must include ...



UNIT 4

NB - this is the time of year when students will be primarily focused on their culminating tasks for the year. At the same time, students will choose between two texts for independent study:

CORE TEXTS: *The House of Purple Cedar* by Tim Tingle

Bird Girl and the Man Who Followed the Sun by Velma Wallis

Unit Narrative:

Students will focus on the task of creation during the fourth and final unit of the 6th grade year. This unit will be a bit different from the others in the sense that students will be focused on their culminating task for the year during this unit while completing a separate, independent novel study simultaneously.

In the course of the culminating assessment, students will apply skills of researching a topic, engaging in the writing process (for either creating a narrative text or an informational text), and presenting their work to appropriate audiences.

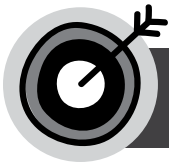
In the course of the simultaneous independent novel study, students will continue to analyze key themes of race, equity, justice, and identity. In particular, students will continue to apply skills of annotating, textual analysis, and discussion. Students will choose from *The House of Purple Cedar* (Tim Tingle), and *Bird Girl and the Man Who Followed the Sun* (Velma Wallis). Teachers may add novels in this unit in response to student interests and appropriate text levels (e.g. teachers may add texts from the *A Girl Called Echo* series or the *Pathfinders* novels from 7th Generation / Native Voices.

Essential Questions:

- What is the relationship between reader and writer?
- As a Native Lit. Scholar, how does this relationship impact you?

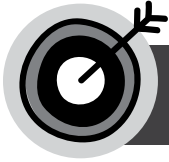
Key Equity Terms:

- Indigeneity
- Intersectionality
- Inclusion




UNIT 4 - Anchor Standards


<p>Reading: Literature</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 📖 CCSS.ELA-LITERACY.RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 📖 CCSS.ELA-LITERACY.RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<p>Reading: Informational</p>	<ul style="list-style-type: none"> 📖 CCSS.ELA-LITERACY.RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 📖 CCSS.ELA-LITERACY.RI.6.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 📖 CCSS.ELA-LITERACY.RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).





UNIT 4 - Anchor Standards (continued)


Writing


 [CCSS.ELA-LITERACY.W.6.2](#) - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. + CCSS.ELA-LITERACY.W.6.2 (A-F) (Detailed Standards for Informative / Explanatory Texts).


 [CCSS.ELA-LITERACY.W.6.3](#) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.


 [CCSS.ELA-LITERACY.W.6.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.


 [CCSS.ELA-LITERACY.W.6.5](#) - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

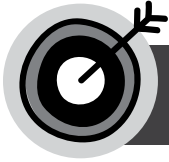
 [CCSS.ELA-LITERACY.W.6.6](#) - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

 [CCSS.ELA-LITERACY.W.6.7](#) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

 [CCSS.ELA-LITERACY.W.6.8](#) - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

 [CCSS.ELA-LITERACY.W.6.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

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



UNIT 4 - Anchor Standards (continued)

<p>Speaking and Listening</p>	<ul style="list-style-type: none"> 👉 CCSS.ELA-LITERACY.SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 👉 CCSS.ELA-LITERACY.SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 👉 CCSS.ELA-LITERACY.SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
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UNIT 4 - Embedded Assessment

NB: see “Stage 2 - Assessment Evidence” in this document for a detailed breakdown of the unit’s culminating tasks.

The Prompt:


You will create either an informational history (insert examples of texts from previous units) or a piece of historical fiction (insert examples of texts from previous units) depicting a period of time in your ancestors’ lives.

(1) If writing a narrative, ensure that your story has an event sequence, well-developed characters, and includes dialogue and descriptive details.

(2) If writing an informational text, ensure that your writing organizes ideas clearly. Include and define important vocabulary and concepts.

Rubric for Culminating Task

NB: solid template, but modify fit the spirit of this unit plan by including key big ideas of Indigenous Identity and Empowerment, Equity, Justice

 [CCSS.ELA-LITERACY.W.6.3](#) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

4	3	2	1
<ul style="list-style-type: none"> • Achieve at least 5/7 components of the narrative writing checklist. • Participate in each stage (8) of the writing process and document your progress. • Produce clear and easy to understand writing. • Share your final product with classmates and community members at a 6th grade event. 	<ul style="list-style-type: none"> • Achieve at least 5/7 components of the narrative writing checklist. • Participate in most (n > 5) stages of the writing process and document your progress. • Produce mostly clear and easy to understand writing. • Share your final product with classmates and community members at a 6th grade event. 	<ul style="list-style-type: none"> • Achieve at least 4/7 components of the narrative writing checklist. • Participate in some (n > 4) stages of the writing process and document your progress. • Produce somewhat clear and easy to understand writing. 	<ul style="list-style-type: none"> • Achieve some (fewer than 4) components of the narrative writing checklist. • Participate in a few (n < 3) stages of the writing process and document your progress. • Writing is unclear or hard to understand.

Narrative Writing Checklist:

1. Establish context.
2. Introduce narrator and/or characters.
3. Include a clear and logical event sequence.
4. Use narrative techniques (dialogue, pacing, description) to develop story.
5. Use transition words and phrases.
6. Use precise language and details to describe events.
7. Provide a conclusion.

Writing Process Stages:

1. Immersion
2. Collecting
3. Rehearsing
4. Planning
5. Drafting
6. Revising
7. Editing
8. Publishing