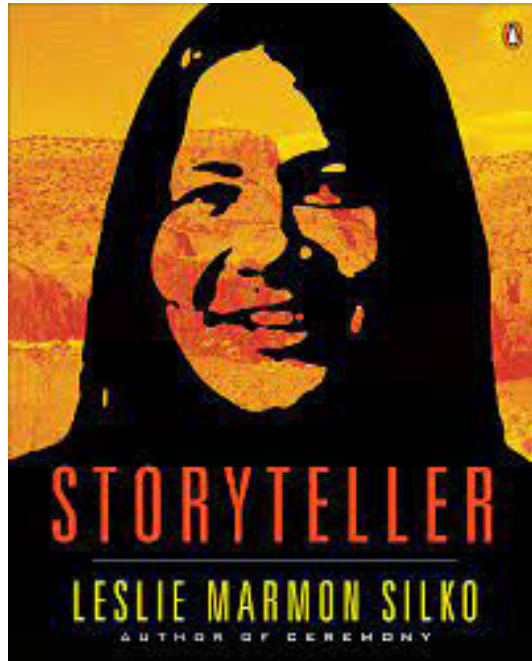
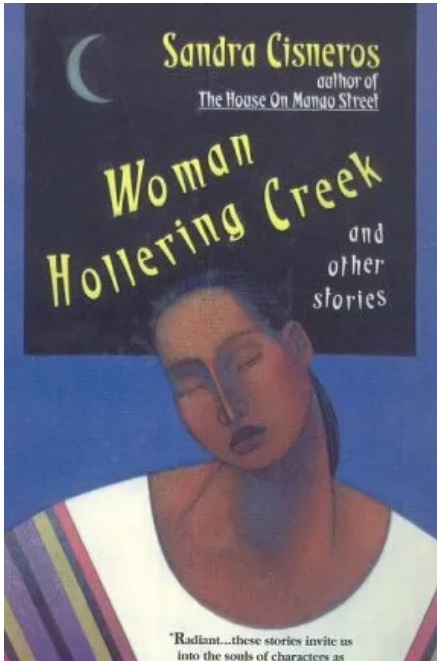


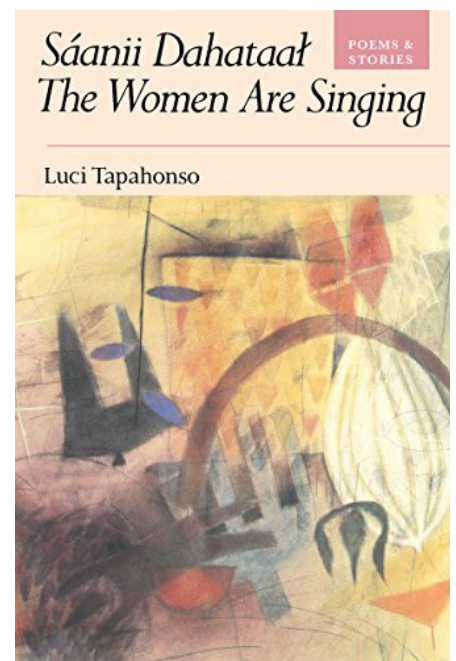
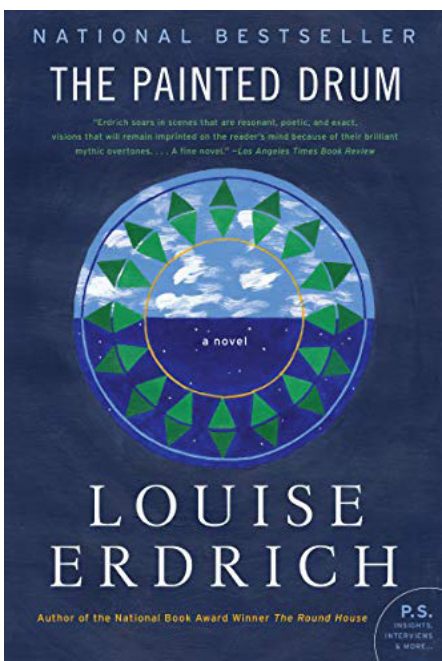
NATIVE LITERATURE & HISTORY PROGRAM DESIGN

6th GRADE



Transition Unit

Introduction to Novel study Supplemental



Core Texts:

Genius Hour Text Choices

- *Untitled (Laguna Feast), Storyteller*, by Leslie Marmon Silko
- *It was a Special Treat, Saani Dahataal: The Women are Singing*, by Luci Tapahonso
- “*Salvador, Late or Early*,” *Woman Hollering Creek and Other stories*, by Sandra Cisneros
- *Life will break you (Quote), Painted Drum*, by Louise Erdrich
- (optional) *Victory*, by Sherman Alexie

Unit Supporting Texts

Informative tools

- Story Elements
- Figurative Language (literary devices)

Examples of annotation

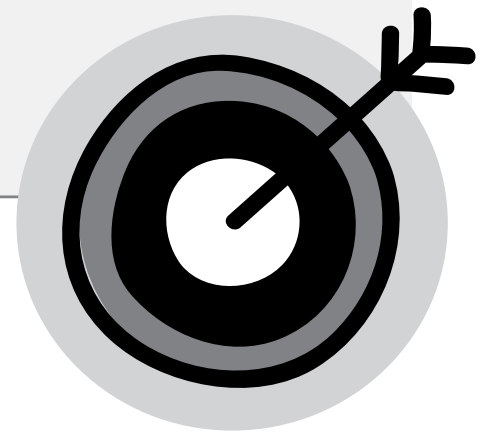
- Analyze Grid
- Graphic Organizers (Figurative Language)



UNIT 2 - DESIRED RESULTS

BIG IDEAS

- **Native Voices**
- **Next Steps: Creating foundations**
- **Unfolding perspectives**



Essential Questions

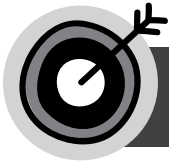
(based on yearlong Big Idea)

- What is Native Voice and how does it function in poetry and stories?
- How do I develop my reading skills?
- How do story elements and figurative language lend to my understanding of novels?
- How do I annotate a story, poem, and novel?
- How do the voices connect to me?
- How do I create my perspective while reading native voices?

Enduring Understandings

(based on yearlong Big Ideas)

- Engage in analysis, synthesis and evaluation of texts and broaden my understanding of Native Literature to provide in-depth perspective about writer's craft
- Understanding Native Literature texts represent both diversity and connectedness
- Building background knowledge of readings and providing credible evidence of claims/reflections
- Determine that reading and writing are cyclical processes that demand attention, creativity and reflection

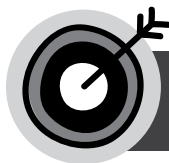


Anchor Standards

REFERENCE

 [English Language Arts Anchor Standards](#)

<p>Reading: Literature or Informational</p>	<p>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.</p> <p>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.</p> <p>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 towards a resolution.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>CCSS.ELA-LITERACY.RL.6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>CCSS.ELA-LITERACY.RI.6.7 - Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>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>
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Anchor Standards (continued)

<p>Writing (continued)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.3.D - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>
<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.6.3 - Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</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>CCSS.ELA-LITERACY.SL.6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Language</p>	<p>CCSS.ELA-LITERACY.L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

UNIT 2 - ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn how Indigenous writers use the power of storytelling to reinforce personal identity so that in the long-run, on their own, they will be able to see how their own histories and stories have a place in the literary canon.





Performance Assessment

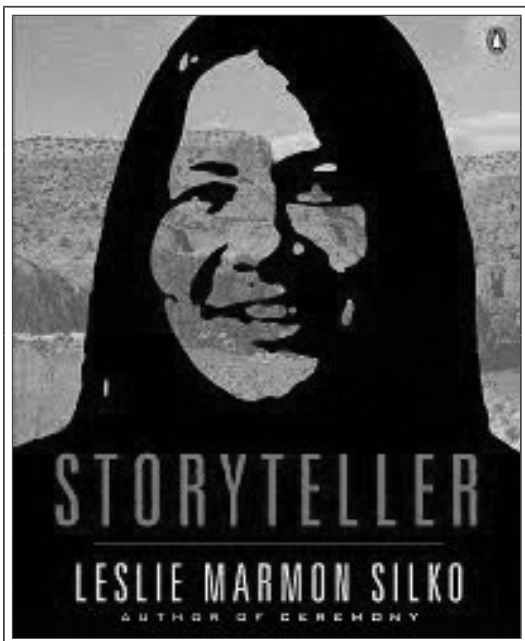
 [Use GRASPS](#)

Goal:	A two-part annotation and analyzation process. Basically, inform students about annotation strategies while working with poems, novels/texts and articles for better understanding of the reading material(s). Furthermore, the students will understand that novel study will include familiarity with story elements and figurative language.
Role:	Students will work independently on this task. Teachers will be available for support. Then, students will partner to assess each other's efforts.
Audience:	5th grade class, teacher(s), staff and parents (end of the year)
Scenario:	Students will be given a poem, or article or pages from a novel. Students will apply their annotation strategies and understand the given text. The strategy will include identifying unfamiliar vocabulary words, questions related to confusion of text and clarification of information provided by the given text. After, students will use an Analyze Grid (graphic organizer).
Product:	"How-To" Brochure Students will provide a brochure for the 5th grade class. They will construct a brochure about annotation. Students will include strategies of questioning, clarifying, summarizing and predicting, as well as, the materials needed for annotation. The brochure will also include story elements and figurative language definition. And, possibly how to apply them when reading a novel. Students will be allowed to provide the brochure in any media format, like google slides, paper and mini-presentation board. Students will present their brochure to the fifth graders (much like a science fair) with rubric and questions.

UNIT 2 - SCOPE + SEQUENCE



Core Text:



Untitled (Laguna Feast) - *Storyteller*

by Leslie Marmon Silko

Discussion Prompt - This “moment in time” captures the color and feelings of “long ago”... What else can you see as a reader that the author did not share?

Lesson Narrative:

Introduction to Native Voice. Students will understand that indigenous writers have perspectives that connect to their tribal history, and tribal nuances (identity) as well as, historical traumas. Students will relate and find familiarity with the writer’s perspective, for the Native voice is Laguna.

Lesson Question(s):

- What is a Native voice?
- How does the writer’s voice/perspective connect to my identity?

 **Key Equity Terms:** People of Color • Liberation • Indigeneity • Inclusion

Embedded Assessment:



Introduction to the story elements and figurative language - Complete Analyze Grid

Complete the annotation process three times. First, to read through. Second, highlight unfamiliar words and Finally, use questions, clarification, prediction and summary notations.

Blackout poetry:

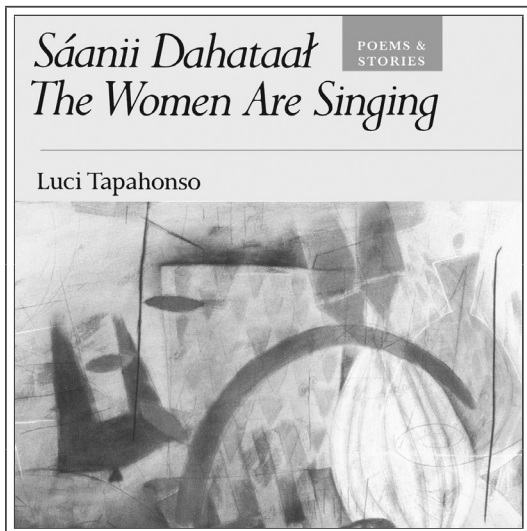
A picture is worth a thousand words—use a book page and find words that complete an image of nostalgia (memory).

Anchor Standards (view descriptions on page 4)



Reading: Literature + Informational	RL.6.1	RL.6.2	RL.6.3	RL.6.5	RL.6.6	RI.6.7	RI.6.9
Writing:	W.6.1	W.6.8					
Speaking and Listening:	SL.6.1						

Core Text:



It was a Special Treat - *Saani Dahataaf: The Women are Singing*

by Luci Tapahonso

Discussion Prompt - Story is obviously about going to town. But what does the writer want the reader to understand about the story being a “special treat”? Could we argue that the story is only seen through the eyes of a Navajo voice/writer or could this story have a universal perspective/voice?

Lesson Narrative:

Again, we will continue to read and listen to a Native voice. The voice will guide us through an adventure. The voice will enlighten us about a family determined to get business done. And, the students will realize that the special treat is the outing the family takes. We also discuss various concepts in the story, like story elements and figurative language. This Native voice will also introduce students to traditions and family. A family seeking to participate in the mainstream society of “going to town”. A ritual that may be familiar to some and foreign to others. Students will understand that having a Native voice and perspectives highlights culture, tribal identity and again, familiarity to the writer’s perspective.

Lesson Question(s):

- What is the universal perspective?
- And, how does that universal perspective work with Luci Tapahonso’s recollections?
- Does her story have all the elements that other memory stories have?
- Meaning, are there parts of the story that all other memory stories have, like feeling included and recognizing Does the Tapahonso’s story connect to her tribal identity?

 **Key Equity Terms:** People of Color • Liberation • Indigeneity • Inclusion

Embedded Assessment:



Continue to review story elements and figurative language - complete Analyze Grid

Complete the annotation process three times. First, to read through. Second, highlight unfamiliar words and Finally, use questions, clarification, prediction and summary notations.

Narrative Paragraph (with a sentence starter):

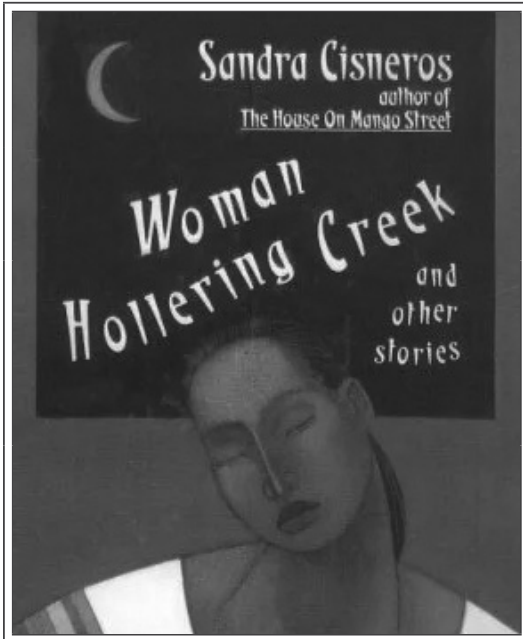
Write about an event/activity that you do with family that you find to be “a special treat.”

Anchor Standards (view descriptions on page 4)



Reading: Literature + Informational	RL.6.1	RL.6.2	RL.6.3	RL.6.5	RL.6.6	RI.6.7	RI.6.9
Writing:	W.6.1	W.6.8					
Speaking and Listening:	SL.6.1						

Core Text:



Salvador, Late or Early - *Women Hollering Creek*

by Sandra Cisneros

Discussion Prompt - We've been reading lyrical stories that tell us about life, with and without details — What does this story teach us about empowerment and equity? Does this story also provide a sense of strength about people of color?

Lesson Narrative:

Today, we will continue to read and listen to another literary voice. This story provides for the reader insights into the world of poverty. Students will also take a journey understanding another literary device called IMAGERY. Students will understand that the story is filled with emotion and details. The details often evoke images in the mind because the reader has prior knowledge of the event/activity in the story.

Lesson Question(s):

- What is imagery?
- How does the story feel? How does the story taste? How does the story smell?
- What do you see when you read the story? What do you hear when you read the story?

 **Key Equity Terms:** People of Color • Liberation • Indigeneity • Inclusion

Embedded Assessment:



Continue to review story elements and figurative language - complete Analyze Grid

Complete the annotation process three times. First, to read through. Second, highlight unfamiliar words and Finally, use questions, clarification, prediction and summary notations.

Mini-Project:

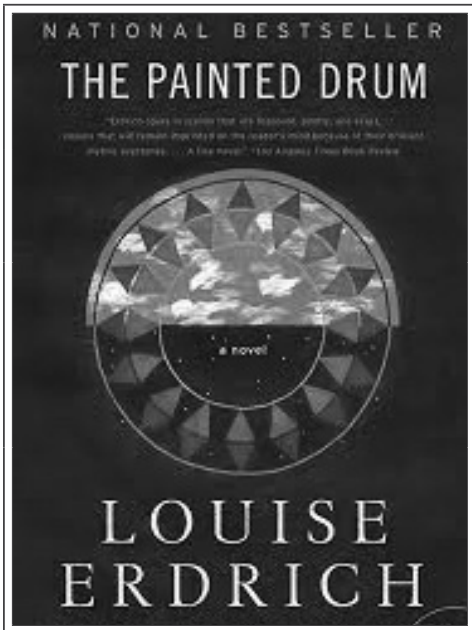
Students will create a three dimensional square with questions related to Imagery (5 senses). The paper dice can be rolled during the re-reading of the story. The answers will be written down on a graphic organizer.

Anchor Standards (view descriptions on page 4)



Reading: Literature + Informational	RL.6.1	RL.6.2	RL.6.3	RL.6.5	RL.6.6	RI.6.7	RI.6.9
Writing:	W.6.1	W.6.8					
Speaking and Listening:	SL.6.1						

Core Text:



Life will break you (Quote) - excerpt from *The Painted Drum* (novel)

by Louise Erdrich

Discussion Prompt - How can we apply the advice to the NACA core values, as well as, the wellness wheel? Students will make a connection that the wellness wheel is a stop and breathe checklist.

Lesson Narrative:

Students will continue to work with Native voices. Students will read a quote by a writer who provides some advice about life. Students will understand that the reading is related to connection. A connection with words that evokes emotion, like imagery and connotation. Students will find that advice has meaning for life journeys. And, that it's good advice.

Lesson Question(s):

- What is life's awareness?
- How does that awareness teach you about life?
- And, when is it okay to take advice about life?

 **Key Equity Terms:** People of Color • Liberation • Indigeneity • Inclusion

Embedded Assessment:



Continue to review story elements and figurative language - complete Analyze Grid

Complete the annotation process three times. First, to read through. Second, highlight unfamiliar words and Finally, use questions, clarification, prediction and summary notations.

Mini-Project:

Students will create a core values poster with examples and their advice.

Anchor Standards (view descriptions on page 4)



Reading: Literature + Informational	RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.6 RI.6.7 RI.6.9
Writing:	W.6.1 W.6.8
Speaking and Listening:	SL.6.1

Core Text:

Victory (Poem)

by Sherman Alexie

Discussion Prompt - This writer is a controversial figure. Because he's a controversial writer, should students continue to read the author's works?

Lesson Narrative:

Students will again introduce the reader to another Native voice. This voice is male and will have a different perspective about being an indigenous in contemporary society. Students will learn that the writer's perspectives are filled with familiarity about basketball and other tribal activities, such as Rodeos and football. The story will also evoke internal emotions about poverty, tribal/reservation life and bullying/violence experienced by central characters.

Lesson Question(s):

- **Why is basketball so important to the writer?**
- **And, how does basketball provide a sense of place?**
- **How is basketball connected to tribal identity?**
- **Does reservation basketball provide empowerment?**

 **Key Equity Terms:** People of Color • Liberation • Indigeneity • Inclusion

Embedded Assessment:



Continue to review story elements and figurative language - complete Analyze Grid

Complete the annotation process three times. First, to read through. Second, highlight unfamiliar words and Finally, use questions, clarification, prediction and summary notations.

Mini-Project:

MEME Flier: As part of understanding the Quote, what kind of meme would you put together?

Anchor Standards (view descriptions on page 4)



Reading: Literature + Informational	RL.6.1	RL.6.2	RL.6.3	RL.6.5	RL.6.6	RI.6.7	RI.6.9
Writing:	W.6.1	W.6.8					
Speaking and Listening:	SL.6.1						