A.	**Essential Standard:**
	RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	        Learning Targets:
	           • **I can read closely and find answers explicitly in text (right there answers).**
	           • **I can read closely and find answers that require an inference.**
	           • **I can define textual evidence ("word for word" support).**
	           • **I can define inference and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read, it's most likely true that...).**
	Vocabulary: textual evidence, analyze, inference, explicit, cite, close reading
	Essential Standard:
	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.
	        Learning Targets:
	           • **I can determine a theme (a central idea or lesson about life) or central idea of a narrative text.**
	           • **I can analyze the plot (the events that happen) of a narrative text to compose an objective summary.**
	           • **I can define plot.**
	           • **I can define theme.**
	           • **I can define objective summary.**
	Vocabulary: theme, central idea, objective summary, opinion, fact, plot
	Essential Standard:
	RL 6.3: Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	        Learning Targets:
	      • **I can define and identify elements of plot structure (exposition, rising action, climax, falling action, and resolution).**
	Vocabulary: exposition, rising action, climax, falling action, resolution, dialogue
	Essential Standard:
	RL 6.6:Explain how an author develops the point of view of the narrator or speaker in text.
	        Learning Targets:
	        ○ **I can classify point of view as:**
	           ■ **First person (narrator tells about her/himself;"I")**
	           ■ **Second person (narrator speaks directly to reader;"you")**
	           ■ **Third person (narrator tells about others; "her/she/it")**
	        ○ **I can analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and spoken words.**
	Vocabulary: narrator, point of view, first person, second person, third person, protagonist, antagonist
	Essential Standard:
	W 6.3 Write narratives to develop real or imagined experiences or events using effective

technique, relevant descriptive details, and well-structured event sequences.

Learning Targets:
- I can incorporate story elements in my personal narrative.
- I can create a lead/hook for my personal narrative using one of the following strategies: sound, question, dialogue, or setting.
- I can use descriptive words and phrases that appeal to the senses (sensory details).
- I can signal changes in time and place by using transition words and phrases.
- I can write a personal narrative conclusion that provides a sense of closure. (ties up all the loose ends and leaves the reader satisfied)
- I can use narrative techniques (dialogue and narrowed topic) to develop a storyline where one event logically leads to another.

Vocabulary: narrative, introduction, transition, conclusion, conventions, hook/lead

Essential Standard:

L 6.1 Demonstrate command of the convention of standard English grammar and usage when writing or speaking.

Learning Targets:
- I can recognize and use proper and common nouns.
- I can recognize and use adjectives.
- I can recognize and use pronouns.

Vocabulary: noun, common noun, proper noun, pronoun, adjective, sensory details

Essential Standard:

L 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets:
- I can determine when to capitalize words.
- I can spell correctly when writing
- I can correctly punctuate writing.

B

Pre-Assessment   (Narrative pre assessment)

Explicit Questions   core   1   2   3

Students 83	28 + 28 + 27 = 83	
4: Advanced		
3: Proficient 2/2	27 + 25 + 27 = 79	95%
2: Developing 1/2	1 + 3 + 0 = 4	5%
1: Basic 0/2	0 + 0 + 0 = 0	0%

Inferential Questions   core   1   2   3

Students 83	28 + 28 + 27 = 83	
4: Advanced 3/3	9 + 3 + 7 = 19	23%
3: Proficient 2/3	8 + 13 + 9 = 30	36%
2: Developing 1/3	6 + 10 + 6 = 22	26%
1: Basic 0/3	5 + 2 + 5 = 12	14%

Theme/Development: cores   1   2   3

Students 83	28 +	28 +	27 =	83	
4: Advanced 3/2	0 +	0 +	0 =	0	
3: Proficient 2/2	8 +	12 +	10 =	30	36%
2: Developing 1/2	3 +	2 +	2 =	7	8%
1: Basic 0/2	17 +	14 +	15 =	46	55%

Objective Summary: cores   1   2   3

Students 83	28 +	28 +	27 =	83	
4: Advanced					
3: Proficient 4/4	8 +	7 +	15 =	30	36%
2: Developing 3/4	7 +	15 +	3 =	25	30%
1: Basic 0, 1, 2/4	13 +	6 +	9 =	28	34%

Story Elements: Core   1   2   3

Students 83	28 +	28 +	27 =	83	
4: Advanced 15/14	0 +	0 +	0 = 0		0%
3: Proficient 12, 13, 14/15	0 +	0 +	0 = 0		0%
2: Developing 9, 10, 11/15	1 +	1 +	0 = 2		2%
1: Basic 8/15 or below	27 +	27 +	27 = 81		98%

RL 6.6

Point of View   cores

Students 83	1 2 3	%
4: Advanced 10/10	2 + 3 + 3 = 8	10%
3: Proficient 9, 8/10	3 + 4 + 3 = 10	12%
2: Developing 7/10	2 + 2 + 2 = 6	7%
1: Basic 6/10 or below	21 + 19 + 19 = 59	71%

Roots
L6.

Students 83	28 + 28 + 27 = 83	
Cores 1-3		%
4: Advanced 4/4	9	11%
3: Proficient 3/4	26	31%
2: Developing 2/4	36	43%
1: Basic 1/4 or below	12	15%

Grammar
L6.

Students 83	28 + 28 + 27 = 83	
Cores 1-3		%
4: Advanced		
3: Proficient		
2: Developing		
1: Basic		

C.	**Professional Practice Goal: What is your goal as a teacher that you will be working on during the unit?** **My professional practice goal for the narrative unit is to work with students to develop necessary skills to achieve a proficient or advanced level on the summative assessment.**
D.	**Frontloaded Vocabulary Instruction. Identify several vocabulary words for this unit that your students should know before instruction or chapter reading begins. How will you introduce this vocabulary?** **RL.6.1:** • Textual Evidence • Inference • Explicit • Cite • Analyze • Close Reading **RL.6.2:** • Theme • Central Idea • Objective Summary • Opinion • Fact • Plot **RL.6.3:** • Exposition • Rising Action • Climax • Falling Action • Resolution • Dialogue **RL.6.6:** • First Person • Second Person • Third Person • Protagonist • Antagonist • Narrator **W.6.3:** • Introduction

	• Transitions • Conclusion • Narrative • Conventions **L.6.1:** • Proper Noun • Common Noun • Pronoun • Adjective • Sensory Details
E.	**Depth of Knowledge:** **DOK 3** • Support ideas and details with examples • Determine the author's purpose and describe how it affects the plot of a story • Make/explain inferences about explicit/implicit themes • Analyze interrelationships among concepts • Revision of personal narratives **DOK 4** • Describe similar themes among texts • Compare and contrasting multiple stories • Analyze complex themes • Create/write a personal narrative
F.	**Assessment: Formative (How will we know when they have learned it?)** Before students get to the final summative test, I will be formatively assessing their understanding through in class discussions, guided reading, exit slips, homework assignments (allowed to fix), review games, peer conferences, and teacher conferences.
G.	**Differentiation: Intervention (How will we respond if they haven't learned it?)** During daily intervention time, I will be working on the following with students that are struggling with certain learning targets: • Level-up Tutorials • Reteaching worksheets • Comprehension worksheets • Interactive lessons • Read Theory • Moby Max • Online resources **Enrichment (How will we respond if they have learned it?)** If students show mastery of certain learning targets, I will do the following: • Extension worksheets • Work with Mrs. Kelly

	• Interactive Lessons • Online resources • Level-up Tutorials
H.	**Summative Expectation (State your goal) SMART Goal** **My SMART goal for the narrative unit is to have at least 80 % percent of my students receive proficient or advanced on the summative assessment.**
I.	**Summative Assessment (<u>Narrative summative test)</u>** **<u>(Grammar summative-narrative unit)</u>** **RL 6.1**

Explicit Questions   core   1   2   3

Students 84				%
Proficient	27	27	27	96% 95% (pretest)
Developing	1	2	0	4%
Basic	0	0	0	0%

Inferential Questions   core   1   2   3

Students 84				%
Proficient	23	22	24	82% 59% (pretest)
Developing	4	3	2	11%
Basic	1	4	1	7%

6.2 Theme/Development: cores   1   2   3

Students 84				%
Proficient	22	22	22	79% 36%(pretest)
Developing	5	3	3	13%
Basic	1	4	2	8%

6.2 Objective Summary: cores   1   2   3

Students 84			
Proficient	26 25 23		88% 36% (pretest)

Developing	2	0	3	6%
Basic	0	4	1	6%

6.3 Story Elements/Plot Diagram: Core   1   2   3

Students 84				%
Proficient	21	21	20	74% 0% (pretest)
Developing	7	6	6	23%
Basic	0	2	1	3%

6.6 Point of View   cores

Students 84	1	2	3	%
Proficient	25	22	21	81% 22% (pretest)
Developing	2	6	4	14%
Basic	1	1	2	5%

J.	Reflection Overall, this unit went pretty well. All of the students showed growth from beginning to end. Next year, I plan to condense all pre assessments into one in order to save instructional time.