

**ELA Grade 6 Module 3 Unit 1**  
**Canterbury Public Schools**

<b>Subject</b>	BLA
<b>Grade Level</b>	6
<b>Unit Title</b>	Building Background: Sustainability and Natural Resources
<b>Unit Goals</b>	Build foundational understanding of sustainability Analyze informational texts for central ideas Develop academic vocabulary related to environmental topics Engage in collaborative discussions
<b>Pacing (# of weeks)</b>	4- 6 weeks
<b>Standards</b>	<p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>● RI.6.1 – Cite textual evidence</li> <li>● RI.6.2 – Determine central idea</li> <li>● RI.6.4 – Determine meaning of words and phrases</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>● SL.6.1 – Engage in collaborative discussions</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>● L.6.4 – Determine meaning of unknown words</li> <li>● L.6.6 – Acquire and use academic vocabulary</li> </ul>
<b>Content/Conceptual Knowledge (know)</b>	Definitions of sustainability and natural resources Renewable vs non-renewal resources Key environmental challenges (water, energy food) Central idea and supporting details
<b>Skills (be able to do)</b>	Determine central ideas of informational texts Summarize texts objectively Use context clues to determine word meaning Participate effectively in discussions
<b>Essential Questions</b>	What does it mean to live sustainably? How do humans impact the environment? Why is it important to understand environmental issues?

<b>Enduring Understandings</b>	Human actions significantly impact natural resources Sustainability requires responsible decision-making Informational texts help us to understand real-world issues
<b>Vocabulary</b>	Sustainability Natural resources Renewable Non renewable Conservation Environmental impact
<b>Common Learning Experiences</b>	Close reading of informational texts Vocabulary routines Think-Pair-Share and small group discussions Annotation and note taking Central idea anchor chart development
<b>Assessments e</b>	Exit slips, close readings, note catchers, quick writes, demonstrate the ability to identify central idea, key supporting details, vocabulary meaning, research synthesis task
<b>Student Resources</b>	Journals,
<b>Teacher Resources</b>	Anchor charts, graphic organizers, vocabulary notebooks

**Grade 6 Module 3 Unit   2**  
**Canterbury Public Schools**

<b>Subject</b>	ELA
<b>Grade Level</b>	6
<b>Unit Title</b>	Researching and Evaluating Sustainability Solutions
<b>Unit Goals</b>	Analyze arguments and claims in informational texts Conduct short research projects Develop a clear, evidence-based claim Plan an argument essay
<b>Pacing (# of weeks)</b>	4 - 5 weeks
<b>Standards</b>	RI.6.8,W.6.1,W.6.9 SL.6.1
<b>Content/Conceptual Knowledge (know)</b>	Structure of an argument How to evaluate sources and evidence Research strategies and note taking methods Criteria for strong arguments
<b>Skills (be able to do)</b>	Identify claims and supporting evidence Evaluate the strength of an argument Gather and organize research Develop and refine a claim Plan an argument essay
<b>Essential Questions</b>	What makes an argument effective? How do we evaluate evidence? How does research support our ideas?
<b>Enduring Understandings</b>	Strong arguments are supported by evidence and reasoning Not all sources are equally credible Research strengthens thinking and writing
<b>Vocabulary</b>	Claim evidence, reasoning, argument, counterclaim, credible source relevant
<b>Common Learning Experiences</b>	Analyzing model arguments Guided research using multiple sources Note-taking and categorizing evidence Small group discussions and debates Developing claim statements and outlines

<b>Assessments</b>	Collaborative research essays Analyze arguments, use supporting evidence, Evaluate an argument, use evidence to explain effectiveness Take a position  Use textual evidence Respond to peers Assess speaking/listening
<b>Student Resources</b>	Research articles and digital sources Note-taking organizers Argument writing graphic organizers Anchor charts Annotation tools
<b>Teacher Resources</b>	Articles, resources, graphic organizers, anchor charts

**Grade 6 Module 3 Unit 3**  
**Canterbury Public Schools**

<b>Subject</b>	ELA
<b>Grade Level</b>	6
<b>Unit Title</b>	Writing and Presenting Arguments on Sustainability
<b>Unit Goals</b>	Write clear, structured argument essay Use evidence and reasoning effectively Revise and edit writing for clarity and correctness Present ideas to an audience
<b>Pacing (# of weeks)</b>	4-6 weeks
<b>Standards</b>	RI.6.8, W.6.1, W.6.9 W.6.4 SL.6.1,6.4,6.6
<b>Content/Conceptual Knowledge (know)</b>	Structure of an argument essay Techniques for revision and editing Language conventions and academic vocabulary Strategies for addressing counterclaims
<b>Skills (be able to do)</b>	Write a complete argument essay Support claims with relevant evidence Address counterclaims Revise and edit for clarity and conventions Present ideas clearly
<b>Essential Questions</b>	How do we create a strong written argument? Why is revision important? How do we effectively persuade an audience?
<b>Enduring Understandings</b>	Writing is a process that improves with revision Strong arguments address multiple perspectives Word choice and organization impact communication
<b>Vocabulary</b>	counterclaim, rebuttal, transition, conclusion, revision, editing
<b>Common Learning Experiences</b>	Drafting argument essays Peer review and feedback protocols Revising for structure and clarity Editing for grammar and conventions Publishing and sharing writing
<b>Assessments</b>	Drafts of paragraphs, targeted feedback argument essays, presentations

<b>Student Resources</b>	Writing notebooks Revision and editing checklists Rubrics Model essays Peer feedback forms
<b>Teacher Resources</b>	Checklists Rubrics' Model essays