ELL 6th Grade ELA--Reading Curriculum

Course Description: ELL 6th Grade English Language Arts--Reading is a course that focuses on creating thoughtful readers. The reading portion of this course emphasizes student reading comprehension across literature and informational text while utilizing a variety of strategies. The ultimate goal is to produce life-long readers and writers who can be successful in future endeavors.

Scope and Sequence:

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<td>Topic 3: Determine Theme &amp; Summarize</td>
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<td>1 quarter</td>
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<td>Topic 1: Author’s Purpose &amp; Point of View</td>
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</tbody>
</table>

*This document contains the entire 6th Grade ELA--Reading curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the ELL 6th Grade ELA--Reading class.*
Curriculum Revision Tracking

Spring, 2017

Unit 1:
- Renamed Topic 1
  - Revised Engaging Experience 1 to include components of Experiences 2 and 3
  - Deleted Engaging Experiences 2 and 3
- Renamed Topic 2
  - Revised Engaging Experience 1 to include components of Experiences 2-5
  - Deleted Engaging Experiences 2-5
- Renamed Topic 3
  - Revised Engaging Experience 1 to include components of Experiences 2-6
  - Deleted Engaging Experiences 2-7

Unit 2:
- Deleted Essential Question 2
- Deleted Enduring Understanding #2
- Renamed Topic 1
  - Revised Engaging Experiences 1 and 2
  - Deleted Engaging Experience 3
- Renamed Topic 2
  - Revised Engaging Experience 1
  - Deleted old Engaging Experience 2 and created a new one
- Deleted Topic 3

Unit 3:
- Topic 1
  - Revised Engaging Experiences 1 and 2
  - Deleted Engaging Experience 3
- Topic 2
  - Revised Engaging Experience 1
- Renamed Topic 3
  - Revised Engaging Experience 1
  - Add Engaging Experience 2
- Delete Topic 4

Unit 4
- Renamed Topic 1
  - Revised Engaging Experience 1
  - Add new Engaging Experience 2
- Renamed Topic 2
  - Revised Engaging Experience 1
  - Delete Engaging Experience 2
- Delete Topic 3
Spring, 2016

Unit 1:
- Topic 2 was renamed to “Close Reading: Making Inferences”
  - Experiences 6-11 were moved to a new Topic 3
- Topic 3 was added: “Close Reading—Analyzing Language”
  - Added experiences 6-11 from Topic 2 to Topic 3

Unit 2:
- Topic 1 was renamed to “Text Features and Structures”
  - Experiences 1-3 were renamed
- Topic 2
  - Experiences 2-3 were combined into Experience 1 and the entire experience was renamed.

Unit 3:
- Topic 1
  - Experiences were renamed
  - Experience 4 was eliminated
- Topic 2
  - Experience 1 was renamed
- Topic 3
  - Experience 1 was revised
- Topic 4 was renamed
  - Experience 1 was revised
  - Experience 2 was eliminated

Unit 4:
- Topics 1 and 2 were renamed
Unit 1: Close Reading with Literature

Subject: Reading
Grade: 6
Name of Unit: Close Reading with Literature
Length of Unit: 1 quarter

Overview of Unit: In this unit, students will learn how textual evidence can be used to support comprehension of material. They will also use close reading skills to analyze what a text says and implies, as well as use context clues to determine figurative and connotative meaning of words and phrases. Finally, they will understand how authors develop meaning and tone in a literary text through word choice.

Priority Standards for unit:

- 6.RL.1.A. Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C. Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning

Supporting Standards for unit:

- 6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.RL.3.D. Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express
themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- **ISTE-GLOBAL COLLABORATOR.7**: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>To support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Draw conclusions</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>To support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Infer</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>To support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Citing</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>The meaning of words and phrases as they are used in the text.</td>
<td>Determine</td>
<td>Understand</td>
<td>1</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. Why is textual evidence essential to a reader’s understanding?
2. How do readers use textual evidence to support an analysis of what text says explicitly and implicitly?
3. How do readers determine the meaning of words and phrases as they are used in a text?
4. How does an author’s word choice affect the meaning and tone of a literary text?

**Enduring Understanding/Big Ideas:**
1. Readers support their analysis by citing textual evidence.
2. Readers use close reading skills to look back at the text to analyze what the text says and implies.
3. Readers use context clues to determine figurative and connotative meaning of words and phrases.
4. Authors develop meaning and tone in a literary text through word choice, considering literal and figurative meaning.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connotative language</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; draft read</td>
</tr>
<tr>
<td>Technical language (denotation)</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; draft read</td>
</tr>
<tr>
<td>Figurative language</td>
<td>Reader’s workshop</td>
</tr>
<tr>
<td>Infer</td>
<td>Reading stamina</td>
</tr>
<tr>
<td>Implicit</td>
<td></td>
</tr>
<tr>
<td>Explicit</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Quality Tools:
Lotus Chart - see model at:
http://www.montgomeryschoolsmd.org/info/baldrige/staff/qualitytools/LotusDiagram.pdf
Frayer Model - explanation and model at:
http://www.readingeducator.com/strategies/frayer.htm
Double Bubble - explanation and model at:
PearDeck vocabulary cards
Quizlet

**All Resources needed for Unit:** (include everything you would need for unit: supplies, books, manipulatives, etc.)

Collections Resources
Short Stories (Google Drive Shared Folder)
- “Thank You, Ma’am,” by Langston Hughes
- “Everything Will Be OK,” by James Howe
- “The Gift of the Magi,” by O’Henry
- “Your Move,” by Eve Bunting
- “Lady or Tiger,” by Stockton
- “The Fun They Had,” by Asimov
- “There Will Come Soft Rains,” by Bradbury
- Tell Tale Heart,” by Edgar Allen Poe
- “The Raven” by Edgar Allen Poe

Online Resources
- Biblionasium.com
- Goodreads.com
Topic 1: Reader’s Workshop

Engaging Experience 1

Title: Structures & Routines of Reader’s Workshop

Suggested Length of Time: 3 Reader’s workshops (Establish procedures alongside the following engaging experiences.)

Standards Addressed:

Priority:

- 6.RL.1.A. Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C. Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning

Supporting:

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.RL.3.D. Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instruction:

- Cover in a series of mini lessons:
  - Student’s job vs. teacher’s job
  - book lists - set-up notebooks (if applicable)
  - Why do readers read?

Bloom’s Levels: Understand

Webb’s DOK: 1
Engaging Experience 1

Title: Determining Word Connotation

Suggested Length of Time: 5 Workshops - ELL 3 Workshops

Standards Addressed:

Priority:

- 6.RL.1.A. Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C. Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.

Supporting:

- 6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.RL.3.D. Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
  - positive, negative, neutral word connotation
  - impact of connotation
  - connotation synonym word list (ex: skinny, gaunt, thin)

Bloom’s Levels: Understand & Analyze

Webb’s DOK: 1 & 2
Engaging Experience 1
Title: Inferences
Suggested Length of Time: 10 Reader’s Workshops - ELL 5 Reader’s Workshops

Standards Addressed

Priority:
- 6.RL.1.A. Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C. Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning

Supporting:
- 6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.RL.3.D. Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions:
- Cover in a series of mini-lessons (tie inferencing practice to connotation/word meaning):
  - 1st/2nd draft reads of text
  - How to cite textual evidence
  - explain relevance of cited textual evidence

Bloom’s Levels: Analyze
Webb’s DOK: 3
### Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

As a lifelong reader, you will read and share the books you have read and your thoughts about them with other readers. Throughout the unit, you will establish a virtual bookshelf through an online platform of your teacher’s choice, such as Biblionasium or GoodReads, where you will log the books you read and your opinions or recommendations about those books. **At the end of the unit, you will select one of the books from your shelf to share in a book talk with your teammates. You may present your book talk in a virtual media/format of your choice.**

Note to teachers: Unlike other engaging scenarios, this scenario will span the entire unit, with the culminating activity of the book talk at the end.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| Reader’s Workshop   | Structures and routines of reader’s workshop | Cover in a series of mini-lessons:  
- student’s job/teacher’s job  
- book lists/titles search strategies  
- why read? | 3 Reader’s Workshops |
| Connotation         | Determining word connotation | Cover in a series of mini-lessons:  
- positive/negative/neutral connotation  
- impact of connotative language towards meaning of the piece  
- create connotative word list of synonyms (example: skinny, thin, gaunt) | 5 Reader’s Workshops  
ELL 3 Reader’s Workshops |
| Close Reading—Making Inferences | Inferences connect inferences with determining word meaning and connotation from previous lessons | Cover in a series of mini-lessons:  
- First/Second draft reads  
- citing textual evidence  
- explaining relevance of cited textual evidence | 10 Reader’s Workshops  
ELL 5 Reader’s Workshops |
Unit 2: Deeper Reading with Informational Text

Subject: Reading
Grade: 6
Name of Unit: Deeper Reading with Informational Text: Analysis and Synthesis within a Text
Length of Unit: 1 quarter
Overview of Unit: In this unit, students will analyze informational text to determine the central idea and the overall structure of the text to determine the meaning of the text.

Priority Standards for unit:
- 6.RI.2.A Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

Supporting Standards for unit:
- 6.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RL.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RL.2.C Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.
- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RL.3.D Read and comprehend informational text independently and proficiently.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

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<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>How a particular sentence, paragraph, section, or image contributes to meaning.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>the central/main idea(s) of a text and cite</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Text</td>
<td>Summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Evidence of its development.</td>
<td>Cite</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
- Why do writers use text features in a piece of writing?
- How do readers use textual evidence to support an analysis of what the text says explicitly and implicitly?
- How do readers determine the central idea of a text to help them develop an effective summary?

**Enduring Understanding/Big Ideas:**
- Writers use text features (i.e. pictures/captions, title, graphs, tables, etc.) to give more information about what is explicitly stated in their text.
- Readers ensure inferences are rooted in the text to provide a conceptual foundation for understanding.
- By using supporting details that develop the text, readers can determine the central idea.
### Unit Vocabulary:

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<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite analyze (analysis) opinion/judgment</td>
<td>Central idea Text structures (cause/effect, problem/solution, sequencing, description, compare/contrast) Text features</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

- PearDeck vocabulary cards
- Quizlet
Topic 1: Text Features

Engaging Experience 1
Title: Identify Text Features
Suggested Length of Time: 1 Workshop - ELL 3 Workshops
Standards Addressed

Priority:
- 6.RI.2.A Analyze how a particular sentence, paragraph, section, or image contributes to meaning.

Supporting:
- 6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions:
- Options:
  - identify text features in newspapers
  - students create newspaper about themselves using 6 text features
  - text features notes page

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 2
Title: Analyze Text Features
Suggested Length of Time: 5 Reader’s Workshops - ELL 6-7 Workshops
Standards Addressed

Priority:
- 6.RI.2.A Analyze how a particular sentence, paragraph, section, or image contributes to meaning.

Supporting:
- 6.RL.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RI.3.D Read and comprehend informational text independently and proficiently.
Detailed Description/Instructions:
- Cover in a series of mini-lessons:
  - impact of specific text features on text (meaning, tone, type, etc.)
  - mentor text examples (Scope magazine, Smithsonian magazine, NewsELA, ReadWorks, Time for Kids)
- provide answer format structures

Bloom’s Levels: Analyze
Webb’s DOK: 2
<table>
<thead>
<tr>
<th>Topic 2: Central Idea &amp; Summarizing</th>
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</thead>
<tbody>
<tr>
<td><strong>Engaging Experience 1</strong></td>
</tr>
<tr>
<td><strong>Title:</strong> Central Idea</td>
</tr>
<tr>
<td><strong>Suggested Length of Time:</strong> 6 Reader’s Workshops</td>
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<tr>
<td><strong>Standards Addressed</strong></td>
</tr>
<tr>
<td><strong>Priority:</strong></td>
</tr>
<tr>
<td>- 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.</td>
</tr>
<tr>
<td><strong>Supporting:</strong></td>
</tr>
<tr>
<td>- 6.RL.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>- 6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).</td>
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<td>- 6.RL.2.C Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.</td>
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<tr>
<td>- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.</td>
</tr>
<tr>
<td>- 6.RI.3.D Read and comprehend informational text independently and proficiently.</td>
</tr>
<tr>
<td><strong>Detailed Description/Instructions:</strong></td>
</tr>
<tr>
<td>- Cover in a series of mini-lessons:</td>
</tr>
<tr>
<td>- identify central idea in text</td>
</tr>
<tr>
<td>- find support to prove central idea</td>
</tr>
<tr>
<td><strong>Bloom’s Levels:</strong> Understand</td>
</tr>
<tr>
<td><strong>Webb’s DOK:</strong> 2</td>
</tr>
<tr>
<td><strong>Engaging Experience 2</strong></td>
</tr>
<tr>
<td><strong>Title:</strong> Summarizing</td>
</tr>
<tr>
<td><strong>Suggested Length of Time:</strong> 6 Reader’s Workshops - ELL 4 Reader’s Workshop</td>
</tr>
<tr>
<td><strong>Standards Addressed</strong></td>
</tr>
<tr>
<td><strong>Priority:</strong></td>
</tr>
<tr>
<td>- 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.</td>
</tr>
<tr>
<td><strong>Supporting:</strong></td>
</tr>
<tr>
<td>- 6.RL.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.</td>
</tr>
<tr>
<td>- 6.RI.3.D Read and comprehend informational text independently and proficiently.</td>
</tr>
</tbody>
</table>
Detailed Description/Instructions:
- Cover in a series of mini-lessons:
  - practice writing summaries connected to central idea
  - provide answer format structure
  - model and practice

Bloom’s Levels: Understand
Webb’s DOK: 2
**Engaging Scenario** *(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)*

Using Scholastic Scope, Smithsonian magazine, NewsELA, ReadWorks, Time for Kids, students will select a current events topic and prepare a multimedia presentation of their choice. Students must demonstrate their knowledge of the topic by citing textual evidence and analyzing the article to infer the central idea.
## Summary of Engaging Learning Experiences by Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Features</strong></td>
<td>Identify Text Features</td>
<td>Students identify various text features. Ideas include: - newspaper search - students create newspaper about themselves using 6 text features - features note page</td>
<td>1 Reader’s Workshop</td>
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<td></td>
<td></td>
<td></td>
<td>ELL 3 Reader’s Workshops</td>
</tr>
<tr>
<td><strong>Text Features</strong></td>
<td>Analyze Text Features</td>
<td>Cover in a series of mini lessons: - impact of specific text features on text (meaning, tone, type, etc.) - mentor text examples (Scope magazine) - provide answer format structure</td>
<td>5 Reader’s Workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELL 6-7 Reader’s Workshops</td>
</tr>
<tr>
<td>Determine Central Idea &amp; Summarize</td>
<td>Central Idea</td>
<td>Cover in a series of mini lessons: - identify central idea in text - find support to prove central idea</td>
<td>6 Reader’s Workshops</td>
</tr>
<tr>
<td>Determine Central Idea &amp; Summarize</td>
<td>Summarizing</td>
<td>Cover in a series of mini lessons: - practicing summarizing connected to central idea - provide answer format structure - model and practice</td>
<td>6 Reader’s Workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELL 4 Reader’s Workshops</td>
</tr>
</tbody>
</table>
Unit 3: Literary Elements in Literature

Subject: Reading
Grade: 6
Name of Unit: Literary Elements in Literature
Length of Unit: 1 quarter
Overview of Unit: In this unit, students will analyze the literary elements of plot, point of view, and characters’ response to conflict to determine the theme or central idea of a story or drama and to develop summaries of stories.

Priority Standards for unit:
- 6.RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.
- 6.RL.2.D Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Supporting Standards for unit:
- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RL.3.A Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.
- 6.RL.2.B Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RL.3.B Compare and contrast texts in different genres that address similar themes or topics.
- 6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
• ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>theme of a text</td>
<td>Determine</td>
<td>analyze</td>
<td>3</td>
</tr>
<tr>
<td>Evidence of its development</td>
<td>Cite</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td>summary of the text</td>
<td>Summarize</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td>story’s plot in a series of episodes</td>
<td>Describe</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td>Character’s response or change</td>
<td>Describe</td>
<td>evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
• How do authors develop theme or central idea in literary text?
• How do readers develop an effective summary?
• How do authors develop the plot of the story or drama?
• Why do authors change characters in a story or drama?

**Enduring Understanding/Big Ideas:**
• Authors use point of view, character’s response or change, and the plot elements of conflict and resolution to construct theme or central idea.
• Effective summaries of literature include a brief and paraphrased retelling of the story’s conflict and resolution as well as character’s response to the conflict within the text without adding personal opinions or judgment.
• Authors use a series of episodes of conflict, rising action, climax, falling action, and resolution to develop the plot of a story.
• Authors use the plot to change the characters so that the theme can be conveyed.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protagonist</td>
<td></td>
</tr>
<tr>
<td>Antagonist</td>
<td></td>
</tr>
<tr>
<td>Character response</td>
<td></td>
</tr>
<tr>
<td>Conflict</td>
<td></td>
</tr>
<tr>
<td>Rising action</td>
<td></td>
</tr>
<tr>
<td>Resolution to conflict (climax)</td>
<td></td>
</tr>
<tr>
<td>Resolution to story</td>
<td></td>
</tr>
<tr>
<td>Plot</td>
<td></td>
</tr>
<tr>
<td>Theme (central idea)</td>
<td></td>
</tr>
<tr>
<td>Summary of fiction text</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Quality Tools: Lotus Chart
Frayer Model
Double Bubble
Comparison Matrix

**All Resources needed for Unit:** (include everything you would need for unit: supplies, books, manipulatives, etc.)

**Short Stories**
- “The True Story of the Three Little Pigs,” By Jon Sciezka
- “Henry and the Kite Dragon” by Bruce Edward Hall

*These are the stories for Calkins’ Grade 6 Argument Writing Unit - Literary Essay Writing*
- “Thank You, Ma’am,” by Langston Hughes
- “Eleven” by Sandra Cisneros
- “Stray” by Cynthia Rylant
- “Everything Will Be OK,” by James Howe
- “The Gift of the Magi,” by O’Henry

These are additional short stories that could be used for practice or the engaging scenario
- “Your Move,” by Eve Bunting
- “Lady or Tiger,” by Stockton
- “The Fun They Had,” by Asimov
- “There Will Come Soft Rains,” by Bradbury
● Tell Tale Heart,” by Edgar Allen Poe
● “The Raven” by Edgar Allen Poe

**Topic 1: Plot Elements & Point-of-View**

**Engaging Experience 1**

**Title:** Plot Elements  
**Suggested Length of Time:** 5 Reader’s Workshops

**Priority:**
- 6.RL.2.D Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Supporting:**
- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Detailed Description/Instructions:**
- Cover in a series of mini-lessons:
  - identify elements of plot (conflict, rising action, resolution to conflict/climax, resolution to the story)

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2

**Engaging Experience 2**

**Title:** Point-of-View  
**Suggested Length of Time:** 2 Reader’s Workshops

**Standards Addressed**

**Priority:**
- 6.RL.2.D Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Supporting:**
- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RL.2.B Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
● 6.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Detailed Description/Instructions:**

● cover in a series of mini-lessons:
  ● 1st, 2nd, 3rd POV
  ● limited and omniscient POV
  ● how POV influences a story

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2
Topic 2: Character’s Response or Change to Conflict

Engaging Experience 1:
Title: Character Response to Conflict
Suggested Length of Time: 5 Reader’s Workshops

Standards Addressed

Priority:
- 6.RL.2.D Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Supporting:
- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions:
- cover in a series of mini-lessons:
  - identify protagonist and antagonist in a story
  - follow story according to individual character(s)
  - analyze how plot impacts individual characters

Bloom’s Levels: Evaluate
Webb’s DOK: 3
Topic 3: Determine Theme & Summarize

Engaging Experience 1
Title: Theme
Suggested Length of Time: 3 Reader’s Workshops

Standards Addressed

Priority:
- 6.RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.

Supporting:
- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RL.3.B Compare and contrast texts in different genres that address similar themes or topics.
- 6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions:
- cover in a series of mini-lessons:
  - theme vs. topic
  - notes or theme sample list
  - identify theme in various pieces (short stories, song lyrics, poems)
  - explain how theme develops

Bloom’s Levels: Analyze
Webb’s DOK: 3
**Engaging Experience 2**

**Title:** Summarize

**Suggested Length of Time:** 3 Reader’s Workshops

**Standards Addressed**

*Priority:*

- 6.RL.1.D Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.

*Supporting:*

- 6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Detailed Description/Instructions:**

- cover in a series of mini-lessons:
  - paragraph format thinking stem
  - sequential plot elements

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

You are a publishing agent for Penguin Books. One of your aspiring writers has submitted a short story. You need to create an elevator pitch/synopsis that identifies the key story elements. Your presentation must be no more than one minute and include the conflict, resolution, central idea or theme, and the character’s response or change throughout the story. You will present your synopsis to the publisher for consideration.

Possible resource:
http://savvybookwriters.wordpress.com/2013/04/30/whats-an-elevator-pitch-for-your-book/

Rubric for Engaging Scenario:
See attachment

Literary Elements Engaging Scenario Rubric
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot Elements &amp; Point of View</td>
<td>Plot Elements</td>
<td>Cover in a series of mini lessons: -identify elements of plot (conflict, rising action, resolution to the conflict/climax, resolution to the story)</td>
<td>5 Reader’s Workshops</td>
</tr>
<tr>
<td>Plot Elements &amp; Point of View</td>
<td>Point of View</td>
<td>Cover in a series of mini lessons: -first, second, third POV -limited &amp; omniscient POV -how POV influences stories</td>
<td>2 Reader’s Workshop</td>
</tr>
<tr>
<td>Character Response to Conflict</td>
<td>Character Response to Conflict</td>
<td>Cover in a series of mini lessons: -identify protagonist &amp; antagonist in story -follow story according to individual character -analyze how plot impacts individual characters</td>
<td>5 Reader’s Workshops</td>
</tr>
<tr>
<td>Determine theme &amp; Summarize</td>
<td>Theme</td>
<td>Cover in a series of mini lessons: -theme vs. topic -notes or theme sample list -identify theme in various pieces (short stories, song lyrics, poems) -explain how theme develops</td>
<td>3 Reader’s Workshops</td>
</tr>
<tr>
<td>Determine theme &amp; Summarize (consider teaching)</td>
<td>Summarize</td>
<td>Cover in a series of mini lessons: -paragraph format/thinking stem</td>
<td>3 Reader’s Workshops</td>
</tr>
</tbody>
</table>
Unit 4: Analyzing Informational Text for Point of View and Purpose

Subject: Reading
Grade: 6
Name of Unit: Analyzing Informational Text for Point of View and Purpose & Comparing
Length of Unit: 1 quarter
Overview of Unit: In this unit, students will learn how authors use connotative, figurative, and technical language to convey meaning and tone. Additionally, they will learn how multiple authors convey their purpose and point of view through their presentation of events.

Priority Standards for unit:
- 6.RI.3.B Compare and contrast one author’s presentation of events with that of another.
- 6.RI.2.B Explain how an author’s point of view or purpose is conveyed in a text.

Supporting Standards for unit:
- 6.RI.3.A Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.
- 6.RI.3.D Read and comprehend informational text independently and proficiently.
- 6.RI.3.C Explain how the text reflects historical and/or cultural contexts.
- 6.RI.2.C Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.
- 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
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<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>One author’s presentation of events with that of another.</td>
<td>Compare and Contrast</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>How an author’s point of view or purpose is conveyed in a text.</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How do authors use language to convey meaning and tone?
2. How do multiple authors demonstrate their point of view of a specific topic in a text?
3. How do readers compare ideas among texts?

**Enduring Understanding/Big Ideas:**
1. Authors use connotative, figurative, and technical language to convey meaning and tone.
2. The author’s purpose and point of view determines the author’s presentation of events.
3. Readers discuss similarities and differences among two or more texts to compare.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare</td>
<td>point-of-view (informational)</td>
</tr>
<tr>
<td>contrast</td>
<td>author’s purpose</td>
</tr>
<tr>
<td></td>
<td>informational summary</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Quality Tools: Lotus Chart
Frayer Model
Double Bubble
Engaging Experience 1
Title: Author’s Purpose
Suggested Length of Time: 4 Reader’s Workshops

Priority:

- 6.RI.2.B Explain how an author’s point of view or purpose is conveyed in a text.

Supporting:

- 6.RI.3.D Read and comprehend informational text independently and proficiently.
- 6.RI.3.C Explain how the text reflects historical and/or cultural contexts.
- 6.RI.2.C Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.
- 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

Detailed Description/Instructions:

- Cover in a series of mini-lessons:
  - identify types of author’s purpose
  - use connotated language to determine author’s purpose
  - how does bias influence a piece of text

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 2
Title: Point of View
Suggested Length of Time: 4 Reader’s Workshops

Priority:

- 6.RI.2.B Explain how an author’s point of view or purpose is conveyed in a text.

Supporting:

- 6.RI.3.D Read and comprehend informational text independently and proficiently.
- 6.RI.3.C Explain how the text reflects historical and/or cultural contexts.
- 6.RI.2.C Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.
6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

**Detailed Description/Instructions:**
- Cover in a series of mini-lessons:
  - define point of view in informational text
  - explain how point of view influences purpose

**Bloom’s Levels:** Understand; **Webb’s DOK:** 2

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**Engaging Experience 1**

**Title:** Compare

**Suggested Length of Time:** 10 Reader’s Workshops

**Standards Addressed**

*Priority:*
- 6.RI.3.B Compare and contrast one author’s presentation of events with that of another.
- 6.RI.2.B Explain how an author’s point of view or purpose is conveyed in a text.

*Supporting:*
- 6.RI.3.A Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.
- 6.RI.3.D Read and comprehend informational text independently and proficiently.
- 6.RI.3.C Explain how the text reflects historical and/or cultural contexts.
- 6.RI.2.C Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.
- 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

**Detailed Description/Instructions:**
- cover in a series of mini-lessons:
  - comparative answer format
  - practice centered around author’s purpose and point of view (connotation)
  - model with the use of mentor text

**Bloom’s Levels:** Analyze & Understand

**Webb’s DOK:** 2
**Engaging Scenario**

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The Truman Library is looking for a new WWII exhibit featuring the United States’ victory in the Pacific. Students need to determine the point of view which the exhibit will take. Your role is to read two conflicting articles on the bombing of Nagasaki and Hiroshima to determine which author’s point of view is more valid than the other. You will need to determine how each author introduces, illustrates, and elaborates on the topic using only textual evidence to support your claim.

Your final project will consist of a multi-media presentation of your choice to convey your argument for the author’s point of view with which you agree. Additionally, you will support your point of view by demonstrating your position to a representative of the Truman Library.

**All Resources needed for Unit:** (include everything you would need for unit: supplies, books, manipulatives, etc.)
- Argumentative Writing, Lucy Calkins
- Prentice Hall Literature
- Scholastic Scope
- NewsELA.com
- NBCLearn
- ReadWriteThink.org
- ReadWorks.org
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<tbody>
<tr>
<td>Author’s Purpose &amp; Point of View</td>
<td>Author’s Purpose</td>
<td>Covered in a series of mini-lessons: identify types of author’s purpose</td>
<td>4 Reader’s Workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-use connotative language to determine author’s purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-how bias influences piece</td>
<td></td>
</tr>
<tr>
<td>Author’s Purpose &amp; Point of View</td>
<td>Point of View</td>
<td>Covered in a series of mini-lessons: define point of view in informational text</td>
<td>4 Reader’s Workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-explain how point of view influences purpose</td>
<td></td>
</tr>
<tr>
<td>Comparing Across Texts</td>
<td>Compare</td>
<td>Covered in a series of mini-lessons: comparative format</td>
<td>10 Reader’s Workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-practice centered around author’s purpose and point of view (connotation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-model with the use of mentor texts</td>
<td></td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.
**Symbols:**

This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.