6th Grade ELA--Reading Curriculum

Course Description: 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.

Course Philosophy: In the reading classroom, we value **choice** because reading is personal and creates a social and collaborative community. We value **progress over perfection** because reading is hard, but together, we can do hard things. We value **critical thinking** because reading is the foundation to create a better world and a better you. #ReadingIsLife

Course Format: The day to day operation of the classroom should follow a workshop model. This model consists of 5 parts: Read, Write, Study, Do, Share.
- Read (15 minutes) - Students independently read their self-selected novel.
- Write (5 minutes) - Students reflect on their reading, often with a teacher provided prompt.
- Study (20 minutes) - Students receive direct instruction from the teacher.
- Do (35 minutes) - Students use the instruction to create meaning.
- Share (5 minutes) - Debrief and reflect on the successes of the class.

The time frames for this model are a suggestion. At the start of a unit, the "study" portion may be longer than the "do" portion. Later in the unit, the "study" portion could be shortened and the "do" portion takes the majority of class.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1 quarter	Close Reading	Topic 1: Reader's Workshop Topic 2: Connotation Topic 3: Close Reading—Making Inferences
1 quarter	Deeper Reading with Informational Text	Topic 1: Text Features Topic 2: Determine Central Idea & Summarize
1 quarter	Literary Elements in Literature	Topic 1: Plot Elements & Point of View Topic 2: Character's Response to Conflict Topic 3: Determine Theme & Summarize
1 quarter	Analyzing Informational Text for Point of View and Purpose	Topic 1: Author's Purpose & Point of View Topic 2: Comparing Across Texts

Curriculum Revision Tracking

Spring, 2021
- Renamed Unit 1
  - Changed Close Reading in Literature to Close Reading

Spring, 2020
All units:
- Added ongoing skills work to the unit on the summary of engaging experiences page

Unit 3:
- Updated the Engaging Scenario

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

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
To support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions	Understand	3
To support analysis of what the text says explicitly as well as inferences drawn from the text.	Infer	Understand	3
To support analysis of what the text says explicitly as well as inferences drawn from the text.	Analyze	Analyze	3
textual evidence to support analysis of what the	Citing	Understand	3

text says explicitly as well as inferences drawn from the text.			
The meaning of words and phrases as they are used in the text.	Determine	Understand	1
How word choice contributes to meaning	Analyze	Analyze	2

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:

Academic Cross-Curricular Words	Content/Domain Specific
Connotative language Technical language (denotation) Figurative language Infer Implicit Explicit	1st draft read 2nd draft read Reader's workshop Reading stamina

Suggested resources for unit:

Collections Resources

Short Stories
- "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
- Amazon.com - book search tool - recommendations
- Overdrive/Libby

Google Drive Resources

- Excerpt from the book <u>The Limit</u> by Kristen Landon
- <u>Witch and Wizard</u> Prologue by James Patterson
- Notes of how to answer inference questions
- Connotation and Denotation PowerPoint

Engaging Scenario

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

As a life-long 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.

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/Instructions:

- 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

Topic 2: Connotation

Engaging Experience 1

Title: Determining Word Connotation

Suggested Length of Time: 5 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

Topic 3: Close Reading - Making Inferences

<u>Engaging Experience 1</u>

Title: Inferences

Suggested Length of Time: 10 Reader's Workshop

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

Summary of Engaging Learning Experiences for Topics

ONGOING incorporated within mini-lessons	• **Annotations** fiction and nonfiction, done by teacher
	• **How readers choose books**
	• **Reading documentation**
	• **Variety of individual reading experiences**
	    ○ Independent reading
	    ○ Book clubs
	    ○ Whole class shared text
	• **Providing opportunities for students to share**
	• **Be cognizant of the framework of workshop model**
	    ○ Chunking time
	• **Use of figurative language and how it affects the text**
	• **Fiction and nonfiction signposts**

Topic	Engaging Experience Title	Description	Suggested Length of Time

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?
		
		Mini-lesson suggestions
		• *Finding books on Amazon*
		• *Procedures of notetaking*
		• *Setting up reader's notebook*
		    ○ *Maybe books*
		    ○ *Books I've Read*
		    ○ *Resources*
		    ○ *Reading Documentation*
		• *Book talks*
		• *Watch book trailers of award winning books*
			3 Reader's Workshops

Connotation	Determining word connotation	*Mini-lesson suggestions* • *Connotation notes in reader's notebook*	5 Reader's Workshops

		PowerPoint in team Google Drive *Annotating text as a class* *Assign students in groups of 3, each student represents a word (synonyms) - put themselves in order from negative to positive* *Positive/negative/neutral connotation* *Impact of connotative language towards meaning of the piece* *Create connotative word list of synonyms (example: skinny, thin, gaunt)*	
Close Reading—Making Inferences	Inferences connect background knowledge 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 <u>*Mini-lesson suggestions*</u> *First draft read is just reading to get the information (no annotating)* *As a class, discuss first draft and write the gist* *Second draft read is annotating the text and checking for understanding* *Throughout annotations, write inferences about the text in the margins and underline evidence to support that inference* *RADDU (restate, answer, detail, detail, usually when) inference answer format*	10 Reader's Workshop

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.RI.3.D Read and comprehend informational text independently and proficiently.

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

Essential Questions:
1. Why do writers use text features in a piece of writing?

2. How do readers use textual evidence to support an analysis of what the text says explicitly and implicitly?
3. How do readers determine the central idea of a text to help them develop an effective summary?

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

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Cite analyze (analysis) opinion/judgment	Central idea Text structures (cause/effect, problem/solution, sequencing, description, compare/contrast) Text features

Suggested resources for unit:
Scholastic Scope articles
- Magazines
- Online

www.greatbigstory.com
Shared Google Drive
- Multimedia
- Answer formats

Engaging Scenario

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, 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.

Topic 1: Text Features

Engaging Experience 1
Title: Identify Text Features
Suggested Length of Time: 1 Workshop
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 Workshops
Standards Addressed
> *Priority:*
> - 6.RI.2.A Analyze how a particular sentence, paragraph, section, or image contributes to meaning.

> *Supporting:*
> - 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.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)
    - provide answer format structures

Bloom's Levels: Analyze
Webb's DOK: 2

Topic 2: Central Idea & Summarizing

Engaging Experience 1
Title: Central Idea
Suggested Length of Time: 6 Reader's Workshops
Standards Addressed

Priority:
- 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

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.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.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions:
- Cover in a series of mini-lessons:
  - identify central idea in text
  - find support to prove central idea

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

Engaging Experience 2
Title: Summarizing
Suggested Length of Time: 6 Reader's Workshop
Standards Addressed

Priority:
- 6.RI.1.D Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

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.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:
  - practice writing summaries connected to central idea
  - provide answer format structure
  - model and practice

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

Summary of Engaging Learning Experiences by Topics

ONGOING incorporated within mini-lessons	**Annotations** fiction and nonfiction, done by teacher **How readers choose books** **Reading documentation** **Variety of individual reading experiences** - Independent reading - Book clubs - Whole class shared text **Providing opportunities for students to share** **Be cognizant of the framework of workshop model** - Chunking time **Use of figurative language and how it affects the text** **Fiction and nonfiction signposts**

Topic	Engaging Experience Title	Description	Suggested Length of Time
Text Features	Identify Text Features	Students identify various text features. _Mini-lesson suggestions_ _newspaper search_ _students create newspaper about themselves using 6 text features_ _features note page_	1 Reader's Workshop
Text Features	Analyze Text Features	_Mini-lesson suggestions_ _impact of specific text features on informational text_ _mentor text examples (Scope magazine)_ _provide answer format structure (shared Google Drive)_	5 Reader's Workshop

		Project Suggestions ● *Collaborate with social studies and/or science curriculum standards to make one project and three grades (social studies or science, reading, and writing)*	
Determine Central Idea & Summarize	Central Idea	Cover in a series of mini lessons: ● Identify central idea in text ● Find support to prove central idea *Mini-lesson suggestions* ● *Informational Scope articles* ○ *Read, annotate, central idea by headings and whole text* ● *Central idea and summarizing answer formats (shared Google Drive)* ● *Short informational videos to practice central idea and summarizing*	6 Reader's Workshops
Determine Central Idea & Summarize	Summarizing	Cover in a series of mini lessons: ● Practicing summarizing connected to central idea ● Provide answer format structure ● Model and practice *Mini-lesson suggestions* ● *Informational Scope articles* ○ *Read, annotate, central idea by headings and whole text*	6 Reader's Workshops

		● Central idea and summarizing answer formats (shared Google Drive) *● Short informational videos to practice central idea and summarizing*	

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.

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

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

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

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Protagonist
	Antagonist
	Character response
	Conflict
	Rising action
	Resolution to conflict (climax)
	Resolution to story
	Plot
	Theme (central idea)
	Summary of fiction text

Suggested resources for unit:
Shared Google Drive
Pixar Shorts
Short Stories
- "The True Story of the Three Little Pigs," By Jon Sciezka
- "Henry and the Kite Dragon" by Bruce Edward Hall
- "The Memory String" by Eve Bunting
- "Charles" by Shirley Jackson

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

Engaging Scenario

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 Disney. One of your aspiring writers has submitted a Pixar Short film. 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

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

Summary of Engaging Learning Experiences for Topics

ONGOING incorporated within mini-lessons	● **Annotations** fiction and nonfiction, done by teacher
	● **How readers choose books**
	● **Reading documentation**
	● **Variety of individual reading experiences**
	   ○ Independent reading
	   ○ Book clubs
	   ○ Whole class shared text
	● **Providing opportunities for students to share**
	● **Be cognizant of the framework of workshop model**
	   ○ Chunking time
	● **Use of figurative language and how it affects the text**
	● **Fiction and nonfiction signposts**

Topic	Engaging Experience Title	Description	Suggested Length of Time

Plot Elements & Point of View	Plot Elements	Cover in a series of mini lessons:
		● Identify elements of plot (conflict, rising action, resolution to the conflict/climax, resolution to the story)
		
		Mini-lesson suggestions
		● *Introduce plot chart*
		● *Explain each section*
		   ○ *Use fiction book for visual*
		   ○ *Rising action is the majority of the story*
		● *Pixar Shorts*
		● *Short stories*
			5 Reader's Workshops

Character Response to Conflict	Character Response to Conflict	*Mini-lesson suggestions* ● *Fill out characterization notes in reader's notebook*	5 Reader's Workshops

		Conflict ○ *Character WANTED...BUT...* ● *identify protagonist & antagonist in story* ● *follow story according to individual character* ● *analyze how plot impacts individual characters* ● *Internal/external conflict chart (shared Google Drive)* ● *Pixar Shorts* ● *Short stories*	
Plot Elements & Point of View	Point of View	<u>*Mini-lesson suggestions*</u> ● *first, second, third POV* ● *limited & omniscient POV* ● *how POV influences stories* ● *POV song* ● *Short stories and read alouds* ○ *Discuss POV*	2 Reader's Workshop
Determine theme & Summarize	Theme	<u>*Mini-lesson suggestions*</u> ● *theme vs. topic* ● *notes or theme sample list* ● *identify theme in various pieces (short stories, song lyrics, poems)* ● *explain how theme develops* ● *Pixar Shorts* ● *Short stories* ● *Fiction stories in Scope*	3 Reader's Workshops
Determine theme & Summarize	Summarize (consider teaching summarizing with plot elements)	Cover in a series of mini lessons: ● Paragraph format/thinking stem ● Sequential plot elements	3 Reader's Workshops

		Mini-lesson suggestions ● *Use completed story elements chart to create summary* ● *Follow characters change throughout the plot*	

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
One author's presentation of events with that of another.	Compare and Contrast	Analyze	2
How an author's point of view or purpose is conveyed in a text.	Explain	Understand	2

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:

Academic Cross-Curricular Words	Content/Domain Specific
compare contrast	point-of-view (informational) author's purpose informational summary

Suggested resources for unit:

Scholastic Scope
- What If This Was Your Water?

NewsELA.com

Novels
- A Long Walk to Water
- Voices In the Park
- A Tale of Two Beasts (storylineonline)
- Blackout vs. article online about 2003 NYC Blackout

Shared Google Drive
- Figurative Language Lotus

Engaging Scenario

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.

Topic 1: Author's Purpose & Point of View

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

Topic 2: Comparing Across Texts

<u>Engaging Experience 1</u>
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

Summary of Engaging Learning Experiences for Topics

ONGOING incorporated within mini-lessons	- **Annotations** fiction and nonfiction, done by teacher
	- **How readers choose books**
	- **Reading documentation**
	- **Variety of individual reading experiences**
	   ○ Independent reading
	   ○ Book clubs
	   ○ Whole class shared text
	- **Providing opportunities for students to share**
	- **Be cognizant of the framework of workshop model**
	   ○ Chunking time
	- **Use of figurative language and how it affects the text**
	- **Fiction and nonfiction signposts**

Topic	Engaging Experience Title	Description	Suggested Length of Time
Author's Purpose & Point of View	Author's Purpose	*Mini-lesson suggestions* - *Identify types of author's purpose* - *Use connotative language to determine author's purpose* - *How bias influences piece* - *Scope articles* - *Go over notes in reader's notebook (shared Google Drive)*	4 Reader's Workshops
Author's Purpose & Point of View	Point of View	*Mini-lesson suggestions* - *Define point of view in informational text* - *Explain how point of view influences purpose* - *Discuss biases* - *Scope articles*	4 Reader's Workshops
Comparing Across Texts	Compare	*Mini-lesson suggestions* - *Comparative format (shared*	10 Reader's Workshops

		Google Drive) ● *Practice centered around author's purpose and point of view* ○ *Use connotation* ● *Model with the use of mentor texts*	

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.