Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / ELA 6* / Grade 6 (ELA Regional Curriculum)

Friday, October 26, 2012, 1:12PM

Module 6: Literary Analysis (Week 32, 8 Weeks)

Stage 1: Desired Results

FOCUS Common Core Learning Standards	SUPPORTING Common Core Learning Standards
FOCUS CCLS:English Language Arts 6–12, 6th Grade , Reading: Literature Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. ▪ 11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. ▪ 11a. Self-select text based on personal preferences. ▪ 11b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. **FOCUS CCLS:English Language Arts 6–12, 6th Grade , Writing** Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ 1. Write arguments to support claims with clear reasons and relevant evidence. ▪ 1a. Introduce claim(s) and organize the reasons and evidence clearly. ▪ 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ▪ 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ▪ 1d. Establish and maintain a formal style. ▪ 1e. Provide a concluding statement or section that follows from the argument presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**SUPPORTING CCLS:English Language Arts 6-12, NYS: 6th Grade , Reading: Literature** Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ▪ 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ▪ 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ▪ 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ▪ 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- 3e. Provide a conclusion that follows from the narrated experiences or events.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 9a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- 9b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text,

- 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6. Assess how point of view or purpose shapes the content and style of a text.

- 6. Explain how an author develops the point of view of the narrator or speaker in a text.
- 6a. Explain how an author's geographic location or culture affects his or her perspective.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. 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 text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SUPPORTING CCLS:English Language Arts 6-12, NYS: 6th Grade , Reading: Informational Text
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1. Cite textual evidence to support analysis of what the text says explicitly as well as

distinguishing claims that are supported by reasons and evidence from claims that are not”). **FOCUS CCLS:English Language Arts 6–12, 6th Grade , Speaking & Listening** 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. ▪ 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	inferences drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ▪ 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ▪ 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ▪ 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ▪ 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Assess how point of view or purpose shapes the content and style of a text. ▪ 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. ▪ 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ▪ 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ▪ 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). ▪ 9a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. ▪ 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **SUPPORTING CCLS:English Language Arts 6-12, NYS: 6th Grade , Writing** 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ▪ 2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics

	(e.g., charts, tables), and multimedia when useful to aiding comprehension. ▪ 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ▪ 2c. Use appropriate transitions to clarify the relationships among ideas and concepts. ▪ 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. ▪ 2e. Establish and maintain a formal style. ▪ 2f. Provide a concluding statement or section that follows from the information or explanation presented. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ▪ 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ▪ 4a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ▪ 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ▪ 6. Use technology, including the Internet, to produce and publish writing as

	well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ▪ 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Responding to Literature 11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres. ▪ 11. Create and present a text or art work in response to literary work. **SUPPORTING CCLS:English Language Arts 6-12, NYS: 6th Grade , Speaking & Listening** Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

	▪ 2a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ▪ 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ▪ 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ▪ 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. **SUPPORTING CCLS:English Language Arts 6-12, NYS: 6th Grade , Language** Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

	▪ 1b. Use intensive pronouns (e.g., myself, ourselves). ▪ 1c. Recognize and correct inappropriate shifts in pronoun number and person.* ▪ 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* ▪ 1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ▪ 2b. Spell correctly. Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ▪ 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. ▪ 3a. Vary sentence patterns for meaning, reader/listener interest, and style. ▪ 3b. Maintain consistency in style and tone. Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

	▪ 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. ▪ 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ▪ 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). ▪ 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ▪ 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of word relationships and nuances in word meanings. ▪ 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ▪ 5a. Interpret figures of speech (e.g., personification) in context. ▪ 5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ▪ 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

	▪ 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Concepts

Macro-concepts:

- Literary analysis
- Writing with evidence to argue

Micro-concepts:

- Connections
- Cultural perspectives
- Genres
- Interpretation of text
- Argumentative writing
- Narrative writing
- Conducting research

Enduring Understandings

Collaborative, self-directed learners obtain, analyze, and synthesize information from a variety of resources to express information, change perspectives, clarify thinking, and make informed decisions.

(CESA 5, Portage, WI, 2012)

Critical Content	Skills
▪ Connections can be made between different types of literature(RL 6.11) ▪ Established criteria should be used to evaluate text (RL 6.11b) ▪ Argumentative writing is constructed with relevant evidence (W 6.1) ▪ Narrative writing is constructed with text-specific technique, details, and a sequence of events (W 6.3) ▪ Research projects use various pieces of evidence to answer a question (W 6.7) ▪ Sources used in research must be credible(W 6.8) ▪ Proper use of quotations and paraphrasing avoids plagiarism (W 6.8) ▪ Research projects use various pieces of evidence to answer a question (W 6.9)	▪ Recognize ideas, cultural perspectives, eras, personal events, and situations in a piece of literature (RL 6.11) ▪ Interpret text in narratives, poetry, and drama (RL 6.11) ▪ Make connections in literature (RL 6.11) ▪ Choose text based on personal interest (RL 6.11a) ▪ Make a judgment based on a given text and established criteria (RL 6.11b) ▪ Compile relevant evidence to support an argument (W 6.1) ▪ Identify text structures of narrative writing (W 6.3) ▪ Use details to expand on narrative writing (W 6.3) ▪ Create a sequence of events to structure

▪ Speech is dependent on the audience (SL 6.6)	narrative writing (W 6.3) ▪ Conduct research from credible sources (W 6.7) ▪ Determine the credibility of a source(W 6.8) ▪ Quote and paraphrase information from credible sources (W 6.8) ▪ Draw conclusions from multiple informational sources (W 6.8) ▪ Record basic bibliographic information (W 6.8) ▪ Support an answer to a research question with a variety of pieces of evidence (W 6.9) ▪ Adapt speech to meet the demands of an audience (SL 6.6)

Vocabulary

Perspective, eras, interpretation, author's message, informed judgment, ethically, artistically, paraphrase

Stage 2: Assessment Evidence

Stage 2: Assessment Evidence

Assessments

Literary or Informative
Formative: Oral: Discussion

When students are working with different picture books and literature during this module, ask them directly if the text they are working with is literary or informative.

What Does it Mean?
Formative: Oral: Discussion

Students write on an index card the title and author of a piece of writing. They write down why they think this piece of writing is a good piece.

Studying Lyrics
Formative: Oral: Debate

Why should I listen to this song? What makes the lyrics worth listening to? Students tell the teacher a song they like and we play the lyrics for the class. The student defends why he or she thinks this song is worth listening to in the first place. Teacher can do the same thing.

What Make Good Music or a Good Book?
Formative: Oral: Discussion

Students bring in their own lyrics to a song or a book they love. Students defend why they feel this book or song is worth listening to or reading.

What's Your Favorite Picture Book?
Formative: Oral: Presentation

Students work with a partner and present their favorite picture book as a young person. Share the book

and why it was so special to you. Teacher can observe criteria that students use to determine quality text.

Evaluating a Picture Book
Formative: Written: Informative

Students read a picture book and use pre-established criteria for evaluating the quality of the book to judge the book read.

What Do You Think?
Formative: Other: Peer Assessment

After listening a student defend/support why a particular song or book is of high quality, members of the group listening then write a brief summary of the other person's argument. Students review in writing sharing where the other peer defended solidly and where there is a need to improve.

Literary Essay
Summative: Written: Narrative

Students will choose one piece of literature (article or novel) from a selection that the teacher puts out for the children.

The students will write a literary essay that incorporates the following critical components:

-mini research

-stating a clear position on the article or novel

-relevant text details to support opinions

-precise use of language to convey mood, tone, etc.,

-use of effective transitioning, paragraphing, etc.

The student will write the literary essay and then choose an original way to present the opinions/findings in the essay to the class using multimedia and visual support where appropriate.

Stage 3: Learning Plan	
Learning Activities	**Resources**
	See links for additional resources Grade 6 Resources.docx

<< Previous Year

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