Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Friday, October 26, 2012, 1:22PM

Module 3: Informational-Author's Craft (Week 13, 6 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: Informational Text 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. 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. **FOCUS CCLS:English Language Arts 6–12, 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.	**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.

- 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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.

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, distinguishing claims that are supported by

- 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

reasons and evidence from claims that are not").

FOCUS CCLS:English Language Arts 6–12, 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.
- 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 1e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

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.

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).

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.

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

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. 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. 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. 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. **SUPPORTING CCLS:English Language Arts 6-12, NYS: 6th Grade , Speaking & Listening** 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. 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. 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. **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:	

- Author's craft in informational text
- Writing with evidence to inform/explain

Micro-concepts:

- Text structure
- Development of ideas
- Point of view
- Purpose
- Informative/explanatory writing
- Narrative writing
- Conducting research

Enduring Understandings

Collaborative, self-directed learners use a variety of thinking strategies to analyze, understand, and create text for personal enrichment, inquiry, and problem solving.

(CESA 5, Portage, WI, 2012)

Critical Content	Skills
▪ Readers need to use effective strategies to determine the meanings of figurative and connotative language in a piece of literature (RI 6.4) ▪ Structure of text contributes to the development of ideas (RI 6.5) ▪ Informational text is written with the author's point of view/purpose in mind (RI 6.6) ▪ An author uses language in informational text to convey a particular message (RI 6.6) ▪ Argumentative writing is constructed with relevant evidence (RI 6.8) ▪ Informative/explanatory writing is constructed with ideas, concepts, and information from relevant sources(W 6.2) ▪ 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) ▪ Readers draw evidence from text to support analysis, reflection, or research (W 6.9) ▪ Collaborative discussions strengthen understandings (SL 6.1) ▪ There is a difference between fact and opinion (SL 6.3) ▪ A speaker's argument should be supported by reasons and evidence(SL 6.3)	▪ Determine the meaning of words and phrases as used in informational texts (RI 6.4) ▪ Distinguish between figurative, connotative, and technical meanings in informational text(RI 6.4) ▪ Analyze text structure (RI 6.5) ▪ Determine author's point of view or purpose in informational text (RI 6.6) ▪ Explain how an author's point of view/purpose is conveyed in the text (RI 6.6) ▪ Re-read to gather information and clarify understandings (RI 6.8) ▪ Understand that argumentative writing is meant to persuade the reader (RI 6.8) ▪ Identify text structure of informative/explanatory writing (W 6.2) ▪ Identify how topics are introduced, illustrated, and elaborated in informational/explanatory text(W 6.2) ▪ Distinguish between relevant and irrelevant information (W 6.2)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 narrative writing (W 6.3) ▪ Conduct research from credible sources to answer a focused question (W 6.7) ▪ Support an answer to a research question with a variety of pieces of evidence (W 6.9)

	▪ Engage in collaborative discussions (SL 6.1) ▪ Participate and show evidence of active listening during discussions (SL 6.1) ▪ Identify and state a speaker's argument and specific claims(SL 6.3) ▪ Distinguish between claims that are supported by evidence and those that are not (SL 6.3)

Vocabulary

Figurative language, connotative language, technical language, point of view, purpose, inform, persuade, distinguish, delineate, state, evidence, effective technique, explanatory text, well-structured event sequences

Stage 2: Assessment Evidence

Assessments

Best Sources
Formative: Written: Informative

Look at five different paragraphs connected to a particular issue. Each paragraph would be from a different source, based on that one particular topic. Students would need to decide which three paragraphs contain the most accurate or relevant information for use as sources, focusing in on the use of factual details versus opinion details in the text.

Looking at Language
Formative: Oral: Discussion

Students work in teams on a "scavenger hunt", using a collection of sources connected to a particular issue. They look for specific language within the texts that helps to clearly define a position on that issue. Teams devise a way to display the relevant terms to the rest of the class.

Looking at Language 2
Formative: Project: Visual Arts

This assessment will build on the first looking at language assessment. Students choose several of the words they discovered in the earlier activity and go back into the text to inquire as to why the author chose that particular language. Students need to consider how those particular words impact the meaning and tone of the piece.

Students need to write their analysis as a team and present the text and their conclusions to the rest of the class.

Looking at Language 3

Formative: Written: Informative

Students independently read a common passage that is based on a particular issue or topic.

The student reads the piece silently and then highlights the main argument and words or phrases that help support the main argument in the passage.

Then the student finds another student or students in the room to compare ideas. Finish the assessment with a whole class sharing to compare notes as an entire class, where students will discuss which main highlighted points best support the main argument in the article.

Research Piece
Summative: Written: Report

Research a topic that is connected to an issue. The student must choose a side to the issue and develop a written essay defending that side. Students need to include relevant text details connected both sides of the issue. Students will present their research to the class in the form of an oral argument.

The teacher may also choose to have students pair up or work in teams to research the issues to better facilitate a debate format.

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

<< Previous Year

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