Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Friday, October 26, 2012, 1:28PM

Module 1:Lit/Info Text--Unlocking the Text (Week 1, 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: 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. **FOCUS CCLS:English Language Arts 6–12, 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 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	**SUPPORTING CCLS:English Language Arts 6-12, NYS: 6th Grade , Reading: Literature** 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. ▪ 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

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).

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.

- 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.

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.

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.

SUPPORTING CCLS:English Language Arts 6-12, NYS: 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

- 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 reasons and evidence from claims that are not").

FOCUS CCLS:English Language Arts 6–12, 6th Grade , Speaking & Listening
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.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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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. 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.) 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. 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. ▪ 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. 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. 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. 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.

Concepts

Macro-concepts:

- Literal understanding of text
- Inferential understanding of text
- Writing with evidence

Micro-concepts:

- Theme/central idea

- Setting
- Character traits
- Plot; sequence of episodes
- Key individual, event, or idea (informational text)
- Argumentative writing
- Narrative writing
- Conducting research

Enduring Understandings

Collaborative, self-directed learners read and respond widely and deeply to foster a deeper understanding of the human experience.

(CESA 5, Portage, WI, 2012)

Critical Content	**Skills**
▪ Relevant citations/examples from text are used to support analysis of text (RL/RI 6.1) ▪ Explicit and implicit information is used to support analysis of text (RL/RI 6.1) ▪ Details convey theme/central idea (RL/RI 6.2) ▪ Summaries contain key information/ideas from a text (RL 6.2) ▪ Plot is developed through a series of important episodes (RL 6.3) ▪ Characters respond and change based on plot development (RL 6.3) ▪ Topics are introduced, illustrated, and elaborated in a variety of ways in informational text (RI 6.3) ▪ Deep understanding of a text requires close reading (RL/RI 6.1) ▪ 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) ▪ Readers draw evidence from text to support analysis, reflection, or research (W 6.9) ▪ Claims and findings are presented in a logical sequence of pertinent data (SL 6.4) ▪ Speech is dependent on the audience (SL 6.6)	▪ Distinguish between relevant and irrelevant information (RL/RI 6.1) ▪ Provide text-based details to support thinking (RL/RI 6.1) ▪ Draw inferences based on text (RL/RI 6.1) ▪ Determine theme/central idea using inferential thinking (RL/RI 6.2) ▪ Support theme/central idea with relevant details from the text (RL/RI 6.2) ▪ Summarize key ideas and details objectively (RL 6.2) ▪ Describe plot elements (RL 6.3) ▪ Track the series of episodes within a the text (RL 6.3) ▪ Identify character traits (RL 6.3) ▪ Analyze how characters and plot interact and change (RL 6.3) ▪ Understand how events and setting impact and shape characters (RL 6.3) ▪ Identify how topics are introduced, illustrated, and elaborated in informational text (RI 6.3) ▪ Re-read to gather information and clarify understandings (RL/RI 6.1) ▪ Understand that argumentative writing is meant to persuade the reader (W 6.1) ▪ 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 narrative writing (W 6.3) ▪ Conduct research from credible sources (W 6.7) ▪ Support an answer to a research question with a variety of pieces of evidence (W 6.7) ▪ Draw relevant evidence from a text to support findings (W 6.9) ▪ Use appropriate eye contact, volume, and

	clear pronunciation when presenting information (SL 6.4) ▪ Adapt speech to a variety of contexts and tasks (SL 6.6)

Vocabulary

Theme, central idea, plot, plot development, character development, character traits, cite, citation, argumentative, narrative, sequence of events, inference, conveyed, resolution, pertinent, adequate, accentuate, anecdote, relevant evidence

Stage 2: Assessment Evidence

Assessments

Character Development
Formative: Performance: Skill Demonstration

Student instructions:

Day 1: Identify two character traits that support a given character. (Teacher will look these over between class periods to ensure students are on the right track.)

Day 2: Using the text, provide evidence to support the character traits you chose. (Teacher will pass back the previous day's ticket out the door.)

Day 3: Using the given event from the plot, identify how this affected the character. Given the character response, identify the piece of the text that had this effect on the character.

(Note this can be a written response, oral response, or student showing you in the text.)

Suggested reading pieces:

- A piece that has been read-aloud to the entire class
- A short story at the student's independent reading level
- A novel that students are currently reading
- A poem
- Any other appropriate piece of text

Format of assessment:

- Ticket out the door
- Teacher created wksht.

Plot
Formative: Written: Informative

Student instructions:

1. Match the plot elements to their appropriate definition
2. On a teacher created plot diagram, record appropriate pieces from selected text.

Suggested reading pieces:

- A piece that has been read-aloud to the entire class
- A short story at the student's independent reading level
- A poem
- Any other appropriate piece of text

Format of assessment:

- Matching of plot elements and definition
- Fill in the blank plot diagram

Modifications:

- Cut and paste elements and definitions
- Provide struggling students with a piece of the plot diagram to encourage their success

Theme
Oral: Discussion

Student instructions:

Pre-assessment: See suggested worksheet

Verbal out the door response: "Provide me(the teacher) with a situation from home that you can make an inference about."

Example: I hear my mom talking sternly to my sister and she is crying in her room. I can infer that my sister got in trouble and has been put in time out.

Bellwork response: Provide students with an excerpt from a text, students provide a written inference they can draw from this piece.

Classwork: Using the text students are currently reading, have students draw an inference. Student will highlight the pieces of the text they used to make their inference.

Suggested reading pieces:

- A piece that has been read-aloud to the entire class
- A short story at the student's independent reading level
- A novel that students are currently reading
- A poem
- Any other appropriate piece of text

Format of assessment:

Pre—assessment:

1. Provide students with a piece of narrative and an informational piece of short text. After they have read both, they can choose one to complete the suggested worksheet.

Module One Summative Assessment Idea 1
Summative: Test: Common

Students read short passages that are both informational and literary in order to respond to multiple choice questions that use tier 3 vocabulary within the question stem.

The test will include multiple choice, as well as constructed response questions.

Module One Summative Assessment Idea 2
Summative: Written: Essay

1. Students will read a piece of literature and a piece of informational text centered around the same theme/topic.
2. Students will form an argument based on a focus question from the teacher.
3. Students will be required to complete a written response using relevant evidence from the text that supports their position. There written piece must include the following

1. A clear position
2. Relevant evidence from both the literary and informational texts

Stage 3: Learning Plan	
Learning Activities	**Resources**

	We've included two templates for the Theme assessment. See links for additional resources Theme Formative Template 1 Theme Formative Template 2 Grade 6 Resources.docx

<< Previous Year

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