Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Friday, October 26, 2012, 1:25PM

Module 2: Literature-Author's Craft (Week 7, 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 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. **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. ▪ 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	**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. 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

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 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 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.

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 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).

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.	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** 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. 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. 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** 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. 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 literature
- Writing with evidence

Micro-concepts:

- Meaning
- Tone
- Theme
- Setting
- Plot
- Text Structure
- Point of view
- 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 use effective strategies to determine the meanings of figurative and connotative language in a piece of literature (RL 6.4) ▪ Specific word choice impacts meaning and tone in literature (RL 6.4) ▪ Structure of text contributes to the development of theme, setting, plot (RL 6.5) ▪ An author develops the narrator/speaker's point of view through a piece of literature(RL 6.6) ▪ 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)	▪ Determine the meaning of words and phrases in literature (RL 6.4) ▪ Distinguish between figurative and connotative meanings in literature (RL 6.4) ▪ Distinguish between meaning and tone in literature (RL 6.4) ▪ Analyze impact between meaning and tone in literature (RL 6.4) ▪ Analyze text structure (RL 6.5) ▪ Distinguish between author's point of view and narrator/speaker's point of view (RL 6.6) ▪ Recognize how an author's cultural and geographic background influences their perspective (RL 6.6a) ▪ 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) ▪ Re-read to gather information and clarify understandings (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) ▪ Employ narrative techniques (narrator, dialogue, pacing, description, etc.) to develop 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) ▪ Engage in collaborative discussions (SL 6.1) ▪ Participate and show evidence of active listening during discussions (SL 6.1)

Vocabulary

Figurative language, connotative language, meaning, tone, scene, stanza, theme, setting, plot, point of view, narrator, culture, perspective, informative, explanatory, collaborative, effective technique, engage, draw evidence, inquiry, reflection

Stage 2: Assessment Evidence

Assessments

Choosing The Best Sources
Formative: Written: Informative

Look at five paragraphs-each paragraph would be from a source, based on a particular topic. Students

would need to decide which three paragraphs contain the most accurate or relevant information for use as sources.

Figurative and Connotative Language 1
Formative: Project: Personal

Students work in teams on a "scavenger hunt", using a collection of literature. They find figurative and connotative language within the texts. Teams devise a way to show the differences in the meaning.

Figurative and Connotative Language 2
Formative: Written: Informative

This assessment will build on the first figurative 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.

Contributing Words, Phrases, Sentences
Formative: Oral: Discussion

Students independently read a selected passage that has a highlighted phrase or sentence. You will need to make enough copies of texts so that students can pair up or have a trio discussion after their independent work is completed.

The student reads the piece silently and then writes down how he or she feels the highlighted material contributes to the overall theme or mood of the piece.

Then the student finds the other student or students in the room that have the matching piece to compare ideas. Finish the assessment with a whole class sharing to compare notes as an entire class.

Point of View
Formative: Oral: Discussion

Students collaboratively discuss how the author develops the point of view of a narrator or speaker in the story through the use of language. The teacher should observe how students use relevant details from the text to support their opinions. Teachers should note how well the students are making use of specific word choice in the text to explain how point of view is developed.

Summative Assessment-Narrative Creation
Summative: Written: Narrative

Students will create a real or imaginary narrative. Their work will incoroporate the components of effective narrative writing that they have learned about through studying author's craft. Students will also complete a reflection, based on how they used the particular components studied.

Stage 3: Learning Plan

Learning Activities	Resources
	Brainpop video: "Mood and Tone" See links for additional resources Grade 6 Resources.docx

<< Previous Year

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