6th Grade English Language Arts--Reading Curriculum

Course Description: 6th Grade English Language Arts--Reading is a course that focuses on creating thoughtful readers. The reading portion of this course emphasizes student reading comprehension across literature and informational text while utilizing a variety of strategies. The ultimate goal is to produce life-long readers and writers who can be successful in future endeavors.

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

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

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

6th Grade English Language Arts Scope and Sequence: Reading and Writing

READING		WRITING	
Blocks	**Unit**	**Blocks**	**Unit**
5	Unit 0: Intro to Reader's Workshop	5	Unit 0: Intro to Writer's Workshop
15	Unit 1: Elements of Literature	15	Unit 1: Narrative Writing
30	Unit 2: Close Reading	30	Unit 2: Informational/Expository Writing
20	Unit 3: Deep Reading with Fiction & Informational Texts	20	Unit 3: Argumentative Writing
10	Unit 4: Culminating Unit	10	Unit 4: Blended Writing & Public Speaking

Sample Block Break Down: Classes are organized in a reader's workshop model.

Opening (Read)	QuickWrite (Write)	Mini Lessons (Study)	Student Work Time (Do)	Reflection (Share)
15 min	5 min	20 min	30-40 min	5 min

Curriculum Revision Tracking

Spring 2022
- Suggested resources to support student learning within units were provided from StudySync, the new ELA & Reading resource adopted beginning SY '22-'23
- Engaging Experiences structure was redesigned to better align with the workshop model
- Scope, sequence, and content alignment across ELA and Reading were improved
- Learning targets and success criteria were developed for each DESE-identified priority standard
- All standards were realigned to match DESE priority standards

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

Spring, 2020
All units:
- Added ongoing skills work to the unit on the summary of engaging experiences page
Unit 3:
- Updated the Engaging Scenario

Spring, 2017
Unit 1:
- Renamed Topic 1
  - Revised Engaging Experience 1 to include components of Experiences 2 and 3
  - Deleted Engaging Experiences 2 and 3
- Renamed Topic 2
  - Revised Engaging Experience 1 to include components of Experiences 2-5
  - Deleted Engaging Experiences 2-5
- Renamed Topic 3
  - Revised Engaging Experience 1 to include components of Experiences 2-6
  - Deleted Engaging Experiences 2-7
Unit 2:
- Deleted Essential Question 2
- Deleted Enduring Understanding #2
- Renamed Topic 1
  - Revised Engaging Experiences 1 and 2
  - Deleted Engaging Experience 3
- Renamed Topic 2
  - Revised Engaging Experience 1
  - Deleted old Engaging Experience 2 and created a new one
- Deleted Topic 3

Unit 3:
- Topic 1
  - Revised Engaging Experiences 1 and 2
  - Deleted Engaging Experience 3
- Topic 2
  - Revised Engaging Experience 1

- Renamed Topic 3
  - Revised Engaging Experience 1
  - Add Engaging Experience 2
- Delete Topic 4

Unit 4:
- Renamed Topic 1
  - Revised Engaging Experience 1
  - Add new Engaging Experience 2
- Renamed Topic 2
  - Revised Engaging Experience 1
  - Delete Engaging Experience 2
- Delete Topic 3

Spring, 2016
Unit 1:
- Topic 2 was renamed to "Close Reading: Making Inferences"
  - Experiences 6-11 were moved to a new Topic 3
- Topic 3 was added: "Close Reading—Analyzing Language"
  - Added experiences 6-11 from Topic 2 to Topic 3

Unit 2:
- Topic 1 was renamed to "Text Features and Structures"
  - Experiences 1-3 were renamed
- Topic 2
  - Experiences 2-3 were combined into Experience 1 and the entire experience was renamed.

Unit 3:
- Topic 1
  - Experiences were renamed
  - Experience 4 was eliminated
- Topic 2
  - Experience 1 was renamed
- Topic 3
  - Experience 1 was revised
- Topic 4 was renamed
  - Experience 1 was revised
  - Experience 2 was eliminated

Unit 4:
- Topics 1 and 2 were renamed

Unit 0: Introduction to Reader's Workshop

Subject: Reading
Grade: 6th
Name of Unit: Introduction to Reader's Workshop
Length of Unit: 5 blocks
Overview of Unit: Students will be introduced to reader's workshop, and establish norms and procedures to be successful readers. Each student will set up their Reader's Notebook (digital or non digital) that will be used throughout the year.

Priority Standards for unit:
- None

Essential Questions:
1. How can I establish norms to grow as a reader?

Enduring Understanding/Big Ideas:
1. Set up norms and expectations for reader's workshop.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Norms Procedures	Reader's Workshop Mentor Text Book Clubs

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- "The Dot" Peter H. Reynolds
- StudySync Blasts of interest to students

Engaging Experience 1

Title: Introduction to Middle School	Suggested Time Length: 1 Block

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will brainstorm and set classroom notes and expectations for the school year.	● I can create norms and expectations. ● I can organize my reader's notebook into sections.	Creating	3

Supporting Standard(s):

Read	Write	Study	Do	Share
Students read the classroom syllabus or teacher expectations	Students brainstorm classroom norms and expectations on their own.			Students share out loud with their peers an expectation they brainstormed.

Instructional Notes:
- Review classroom and building expectations for students. Discuss workshop routine expectations.

Engaging Experience 2

Title: Creating Library Expectations	Suggested Time Length: 1 Block

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
• The student will visit the Media Center (library) to learn the expectations for checking out books and their role as a student during mini lessons provided by the Media Specialist. • Students will also be able to check out their first book to read during class.	• I can familiarize myself with the expectations while in the Media Center. • I can follow expectations while I am in the Media Center.	Remembering/ Understanding	1

Supporting Standard(s):

Read	Write	Study	Do	Share
			Students will check out a book to read in reading class.	Students share with their peers the book they chose to read.

Instructional Notes:
- Schedule time for each class to visit the Media Center. (Suggested time - 40 minutes)

Engaging Experience 3

Title: Creating a Reader's Notebook	Suggested Time Length: 1 Block

Priority Standard(s):

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will create a Reader's Notebook.	● I can organize my Reader's Notebook into sections. ● I can bring my notebook to class.	Remembering/ Understanding	1

Supporting Standard(s):

Read	Write	Study	Do	Share
		Students will listen to the teacher describe the importance of having a Reader's Notebook and the expectations of maintaining the notebook this year.	Students create and label the different sections of their Reader's Notebooks (see Instructional Notes below for suggested sections).	

Instructional Notes:
- Students will be introduced to reader's workshop, and establish norms and procedures to be successful readers. Students will also create a reader's notebook that they will use throughout their 6th grade school year to practice their reading skills and capture their personal experiences with text.

Engaging Experience 4

Title:	Suggested Time Length:
Who Are You as a Reader?	1 Block

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will reflect on their own reading habits to determine their personal motivation and opportunities for growth as a reader.	● I can think about myself as a reader and be honest with myself. ● I can identify and explain my personal opportunities for growth as a reader.	Remembering/ Understanding	1

Supporting Standard(s):

Read	Write	Study	Do	Share
	● Students add their thoughts to three anchor chart papers: ● What makes you more likely to read? ● What makes you less likely to read? ● List words that describe you as a reader.		● Students participate in a Gallery Walk of the anchor chart papers. During the Gallery Walk, students add one sticky note to each piece of chart paper that includes their thoughts after reading their peers sticky notes. ● Students complete an Interest Inventory about their reading habits.	● Students share out their final thoughts about their own reading habits with their tables.

Instructional Notes:
- Provide each student with three sticky notes and have them respond to each question below on three different sticky notes:
  - What makes you more likely to read?
  - What makes you less likely to read?
  - List words that describe you as a reader.
- Ask students to add their sticky notes to the anchor charts displayed around the room. It is recommended to have one anchor chart for each question.
- Create a digital Personal Inventory Survey for students to complete. There are many examples on the internet of suggested items to include in the survey.

Engaging Experience 5

Title: Structure and Routine of Reader's Workshop	Suggested Time Length: 1 Block

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will understand their expectations during each portion of the reader's workshop.	● I can use my listening skills to understand my expectations as a reader during reader's workshop.	Remembering /Understanding	1

Supporting Standard(s):

Read	Write	Study	Do	Share
Students learn about the expectations during the "read" process of the workshop model.	Students learn about the expectations during the "write" process of the workshop model.	Students learn about the expectations during the "study" process of the workshop model.	Students learn about the expectations during the "do" process of the workshop model.	Students learn about the expectations during the "share" process of the workshop model.

Instructional Notes:
- This is the lesson where you can teach your expectations of the reader's workshop model and the expectations of each step to complete.
- Students will also be able to provide their workshop experience in elementary school.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Introduction to Middle School	Building Expectations & Classroom Expectations (Student Brainstorming Activity)	1 Block
Library Expectations	● Visit the Library 　○ Mini Lessons 　○ Check Out Procedures	1 Block
Set Up Reader's Notebook	● Digital or Paper ● Notebook Items to Include: 　○ Table of Contents (multiple pages) 　○ Reader's Notebook Title Page 　○ Table of Contents 　○ Books I Want to Read 　○ Books I Have Finished 　○ Reading Goals (by quarter) 　○ My Reading Reflections 　○ Book Club	1 Block
Who Are You As a Reader?	● Activities 　○ Sticky Note and Chart Paper 　■ What makes you more likely to read? 　■ What makes you less likely to read? 　■ List words that describe you as a reader. 　○ Gallery Walk of Charts 　■ Add one sticky note to each chart of your thoughts 　○ Personal Inventory Survey	1 Block
Structures and Routines of Reader's Workshop	● Elements of Reader's Workshop 　○ Read 　○ Write 　○ Study 　○ Do 　○ Share	1 Block

Unit 1: Elements of Literature

Subject: Reading
Grade: 6th
Name of Unit: Elements of Literature
Length of Unit: 15 blocks
Overview of Unit: Students will analyze literary text to identify and explain how the plot affects the overall text. **Note:** Students will be reading a novel in verse throughout the first ten Engaging Experiences. It is recommended that students spend no more than three weeks reading this book to help them be prepared for the final project.

Priority Standards for unit:
- 6.RL.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.
- 6.RL.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Supporting Standards for unit:
- 6.RL.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Unwrapped Priority Standards

Priority Standard			
6.RL.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will determine the theme(s) of a text.	● I can understand the difference between a topic and theme. ● I can explain how a character(s) changes throughout the story. ● I can answer the question, "What does the author want me to learn from the story?"	Analyze	3
● The student will use text evidence to support the development of the theme(s).	● I can identify multiple details in the story that support my chosen theme. ● I can connect multiple details to explain how a theme is developed throughout the story.	Analyze	3
● The student will summarize a text.	● I can explain the main conflict. ● I can explain the steps a character(s) takes to resolve the main conflict. ● I can explain how the conflict changed the character in the end. ● I can write a summary by combining key details from the story.	Create	4

Priority Standard			
6.RL.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will identify and explain the types of characters in literature.	● I can identify the protagonist in a story. ● I can identify the antagonist in a story. ● I can explain the difference between a static and dynamic character. ● I can explain the difference between a round and flat character.	Evaluate	4
● The student will be able to identify character traits of the characters in literature.	● I can explain character traits in each character of a story.	Evaluate	4

● The student will be able to identify and explain conflict in literature.	● I can identify conflict in a story. ● I can explain the type of conflict characters struggle with in a story.	Applying Analyzing	2 3
● The student will describe how an author uses specific plot elements to move a story forward.	● I can identify specific plot elements in a story. ● I can explain how specific plot elements move a story forward.	Evaluate	4
● The student will analyze how characters respond or change as the plot moves toward a resolution in a story	● I can identify the protagonist in a story. ● I can explain the main conflict's affect on the protagonist as the plot moves toward a resolution.	Understanding Analyze	1 3

Essential Questions:

1. How can I determine a theme of a text and summarize it in my own words?
2. How can a sequence of plot events impact or change characters in a story?

Enduring Understanding/Big Ideas:

1. I can determine and summarize the theme(s) of a text.
2. I can describe a text's plot and analyze how characters respond or change to different events in a plot.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Theme Plot Elements Exposition Conflict Internal Conflict External Conflict Rising Action Climax Falling Action Resolution Protagonist Antagonist

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

*Eleven by Sandra Cisneros (StudySync)
*A Wrinkle in Time by Madeleine L'Engle (StudySync)
*Hatchet by Gary Paulsen (StudySync)
*Scout's Honor by Avi (StudySync)
*Red Scarf Girl: A Memoir of the Cultural Revolution by Ji-li Jiang (StudySync)
*The Mighty Miss Malone by Christopher Paul Curtis (StudySync)

*Thank you Ma'am by Langston Hughes (StudySync)
Amigo Brothers (StudySync)
Teacher Tamer by Avi
Fetch by Rob White

The following novels are written in verse and could be used for a Novels in Verse Book Club group:

Alone by Megan E. Freeman	*Lifeboat 12* by Susan Hood
Becoming Muhammad Ali by James Paterson & Kwame Alexander	*Love That Dog* by Sharon Creech
Before the Ever After by Jacqueline Woodson	*Missing Mike* by Shari Green
Booked by Kwame Alexander	*Moo* by Sharon Creech
Brown Girl Dreaming by Jacqueline Woodson	*Mountain Dog* by Margarita Engle
Canyon's Edge by Dusti Bowling	*My Life in the Fish Tank* by Barbara Dee
Catching a Story Fish by Janice N. Harrington	*Other Words for Home* by Jasmine Warga
Closer to Nowhere by Ellen Hopkins	*Planet Middle School* by Nikki Grimes
Crossover by Kwame Alexander	*Rebound* by Kwame Alexander
Cure for Cold Feet by Beth Ain	*Rez Dogs* by Joseph Bruchac
Everywhere Blue by Rossmassler Fritz	*Red, White, and Whole* by Rajani LaRocca
Finding Wonders: Three Girls Who Changed Science by Jeannine Atkins	*Root Beer Candy and Other Miracles* by Shari Green
Forget Me Not by Ellie Terry	*Samira Surfs* by Rukhsanna Guidroz
Garvey's Choice by Nikki Grimes	*Starfish* by Lisa Fipps
House Arrest by K.A. Holt	*The One Thing You'd Save* by Linda Sue Park
Inside Out and Back Again by Thanhha Lai	*What About Will* by Ellen Hopkins
Knockout by K.A. Holt	*We Belong* by Cookie Hiponia
	Words with Wings by Nikki Grimes

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (3 blocks)

Choose a book you have read throughout the unit to summarize and create a Book Talk. Your Book Talk will be presented in a virtual media/format of your choice. Items to include are:

- Plot Elements (exposition, conflict, rising action, climax, falling action, resolution)
- Theme
- Key details that move the plot forward, including details about the protagonist and antagonist

Unlike other engaging scenarios, this scenario will span the entire unit, with the culminating activity of the book talk at the end.

Engaging Experience 1

Title: Types of Characters	Suggested Time Length: 1 Block

Priority Standard(s):
- **6.RL.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will identify and explain the types of characters in literature.	● I can identify the protagonist in a story. ● I can identify the antagonist in a story. ● I can explain the difference between a static and dynamic character. ● I can explain the difference between a round and flat character.	Remembering/ Understanding Applying	1 2

Supporting Standard(s):
- 6.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Read	Write	Study	Do	Share
		Students will listen to the teacher explain the types of characters in literature. *(Optional StudySync Resource: Spotlight: Character)*	Students will add the types of characters to the Reader's Notebook.	Students will use their background knowledge to provide examples of each type of character.

Instructional Notes:
- The lesson should include the definitions and examples of each type of character.
- To help students remember the types of characters, add a column to the notes where students can list well known characters associated with each character type.

Engaging Experience 2

Title: Character Traits	Suggested Time Length: 1 Block

Priority Standard(s):
- **6.RL.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will be able to identify character traits of the characters in literature.	● I can explain character traits in each character of a story.	Remembering/ Understanding	1

Supporting Standard(s):
- 6.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Read	Write	Study	Do	Share
		Students will listen a mini lesson about character traits and how these traits help us as readers to analyze characters. *(Optional StudySync Resources: Character - Amigo Brothers)*	Students will a list of character traits to their Reader's Notebook.	Students will use their background knowledge to provide examples of characters and their associated character traits.
Supporting Standard(s): ●				

Instructional Notes:
- The lesson should include a list of various character traits and how a reader can use these known traits as they analyze the characters in their story.
- To help students remember character traits, add a column to the notes where students can list well known characters associated with some of the character traits.

Engaging Experience 3

Title: Types of Conflict in Literature	Suggested Time Length: 1 Block

Priority Standard(s):
- **6.RL.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
• The student will be able to identify and explain the main type of conflict in a literature.	• I can identify conflict in a story. • I can explain the type of conflict the character struggles with in a story.	Applying Analyzing	2 3

Supporting Standard(s):
- 6.RL.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Read	Write	Study	Do	Share
		Students will listen a mini lesson about they types of conflict in literature.	Students will take notes about the types of conflict in literature.	Students will use their knowledge of the types of conflict and of well known books and/or movies to discuss the type of conflict shown.

Instructional Notes:
- Students should take notes that cover the following types of conflict:
  - Internal Conflict
    - Character vs. Self
  - External Conflict
    - Character vs. Character
    - Character vs. Nature
    - Character vs. Society
- Suggestion - There are many examples of conflict in Pixar and other popular movie clips that can be used in a lesson to provide examples of each type of conflict.

Engaging Experience 4

Title:	Suggested Time Length:
Introduction to Plot Elements	1 Block

Priority Standard(s):
- **6.RL.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
• The student will describe how an author uses specific plot elements to move a story forward.	• I can identify specific plot elements in a story. • I can explain how specific plot elements move a story forward.	Applying Evaluate	2 4

Supporting Standard(s):
- 6.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Read	Write	Study	Do	Share
	Students will draw a plot chart that includes labels for each plot element of a story.	Students will listen to the teacher as they are lead through the plot elements of a story. *(Optional StudySync Resources:*	Students will add plot notes to their Reader's Notebook.	

Instructional Notes:
- Students will include the plot notes in their Reader's Notebook for future reference. The following plot stages should be included:
  - Exposition
  - Conflict
  - Rising Action
  - Climax (Inciting Incident)
  - Falling Action
  - Resolution

Engaging Experience 5

Title: Plot	Suggested Time Length: 1 Blocks

Priority Standard(s):
- **6.RL.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will describe how an author uses specific plot elements to move a story forward.	● I can identify specific plot elements in a story. ● I can explain how specific plot elements move a story forward.	Evaluate	4

Supporting Standard(s):
- 6.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Read	Write	Study	Do	Share
Students will read a short story as a mentor text.		Students will follow along with the teacher as a story's plot is deconstructed to identify each stage of the plot.	Students will analyze a short story to complete the plot chart.	

Instructional Notes:
- Provide the students with a blank plot chart or have the students add the diagram to a page in their Reader's Notebook.
- Students should be led through a mini lesson that uses a short story as a mentor text. During the lesson, students should also include the plot chart to fully engage them in the activity.
  - Two blocks have been allocated to this Engaging Experience so students could be led through two different mentor texts as examples of identifying plot elements. This is step one of the gradual release to students being independent with their own piece of text and completing a plot chart.

Engaging Experience 6

Title: Theme	Suggested Time Length: 1 Block

6.RL.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will determine the theme(s) of a text.	● I can understand the difference between a topic and theme. ● I can explain how a character(s) changes throughout the story. ● I can answer the question, "What does the author want me to learn from the story?"	Analyze	3
● The student will use text evidence to support the development of the theme(s).	● I can identify multiple details in the story that support my chosen theme. ● I can connect multiple details to explain how a theme is developed throughout the story.	Analyze	3

Supporting Standard(s):
- **6.RL.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Read	Write	Study	Do	Share
		Students will listen a mini lesson about theme in literature.	Students will take notes about theme in literature.	Students will use their knowledge of theme and of well known books and/or movies to discuss the theme displayed in their example.

Instructional Notes:
- Students will need to understand the difference between a topic and a theme.
- Students should write their theme in one complete sentence.
- Suggestion - There are many examples of theme in Pixar and other popular movie clips that can be used in a lesson to provide examples.

Engaging Experience 7

Title: Plot and Theme in Literature	Suggested Time Length: 2 Blocks

Priority Standard(s):
- **6.RL.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
• The student will describe how an author uses specific plot elements to move a story forward.	• I can identify specific plot elements in a story. • I can explain how specific plot elements move a story forward.	Evaluate	4

Supporting Standard(s):
- 6.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Read	Write	Study	Do	Share
Students will read a short story as a mentor text.			Students will analyze a short story to complete the plot chart and determine the overarching theme.	Students will share their thoughts about each plot stage and theme with their peers. A discussion board could be used for students to express their chosen theme and to explain their reasoning.

Instructional Notes:
- Provide the students with a blank plot chart or have the students add the diagram to a page in their Reader's Notebook.
- Students should be provided with a mentor text.
  - Suggestion - Provide two mentor texts that are the same for all students followed by two other student choice selections. The goal would be for students to read, reflect, identify, and explain each step of the plot utilizing a total of four mentor texts.
- After reading the short story, students should identify, label, and include information to complete the plot chart, while also thinking about the theme. The goal is that students will understand how the theme id developed throughout the story as the main character responds or changes to the main story's conflict. Students should also be able to include references back to the text that support their reasoning for their chosen theme.

Engaging Experience 8

Title: Writing a Fiction Summary	Suggested Time Length: 1 Block

Priority Standard(s):
- **6.RL.1.D** Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will summarize a text.	● I can explain the main conflict. ● I can explain the steps a character(s) takes to resolve the main conflict. ● I can explain how the conflict changed the character in the end. ● I can write a summary by combining key details from the story.	Create	4

Supporting Standard(s):
- **6.RL.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Read	Write	Study	Do	Share
		Students will take notes in their Reader's Notebook about how to write a summary of a fiction story.	Students will take notes in their Reader's Notebook during the mini lesson about how to write a summary of a fiction story.	

Instructional Notes:
- Students will take notes about how to write a summary.
- Optional ways to teach summarizing:
  - Beginning, middle, end
  - Somebody, Wanted, But, So, Then (SWBST)
  - Think about the plot of a story and write one sentence for each plot stage.
    - Exposition and conflict
    - Main rising action event(s) - should not be too detailed
    - Climax
    - Falling action (one or two events, but not too detailed)
    - Resolution
- Opinions should not be included in summaries.

Engaging Experience 9

Title: Summarizing Fiction	Suggested Time Length: 3 Blocks

Priority Standard(s):
- **6.RL.1.D** Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will summarize a text.	● I can explain the main conflict. ● I can explain the steps a character(s) takes to resolve the main conflict. ● I can explain how the conflict changed the character in the end. ● I can write a summary by combining key details from the story.	Create	4

Supporting Standard(s):
- **6.RL.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Read	Write	Study	Do	Share
	Students will write a summary of the mentor texts read earlier in this unit.		Students will write a summary of the mentor texts read earlier in this unit.	Students will confer with the teacher to review the summaries with the teacher to ensure understanding of this skill.

Instructional Notes:
- Students should be provided with copies of the mentor texts read earlier in this unit.
- Students should write one summary at a time and the teacher should review the summary to ensure understanding.
- Consider using a mentor text and trying each of the strategies provided in Engaging Experience 9 to show students there is more than one way to summarize fiction.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Character Development	Mini Lesson - Types of Characters *Notes in Reader's Notebook* ● Dynamic ● Round ● Static ● Flat	1 Block
Character Traits	Mini Lesson - Character Traits *Notes in Reader's Notebook* ● Examples of character traits ● Character traits and how they help readers understand the characters' actions	1 Block

Types of Conflict in Literature	Mini Lesson - Types of Conflict
	Notes in Reader's Notebook (internal vs. external)
	● Internal
	  ○ Character vs. Self
	● External
	  ○ Character vs. Character
	  ○ Character vs. Society
	  ○ Character vs. Nature
		1 Block

Introduction to Plot Elements	Mini Lesson - Plot Elements *Notes in Reader's Notebook* ● Exposition ● Conflict ● Rising Action ● Climax ● Falling Action ● Resolution	1 Block

Plot	Skill Practice - Plot Elements in a Story
	Working with Mentor Text
	● Students read a short story and complete a plot chart that includes all plot elements:
	   ○ Exposition
	   ○ Conflict
	   ○ Rising Action
	   ○ Climax
	   ○ Falling Action
	   ○ Resolution
		1 Blocks

Theme	Mini Lesson - Theme *Notes in Reader's Notebook* ● Topic vs. Theme ● Examples of Themes ○ Moral/Lesson the author wants the reader to learn/understand	1 Block
Plot and Theme in Literature	Students will read mentor texts, complete the story's plot chart, and determine the overarching theme the author intended for the reader to understand.	2 Blocks

Writing a Summary	Mini Lesson - Writing a Summary
	Notes in Reader's Notebook
	● Strategies
	   ○ Beginning, Middle, End
	   ○ Somebody, Wanted, But, So, Then (SWBST)
	   ○ Using plot elements to write a summary
		1 Block

Engaging Scenario	Students will summarize a book then create and present a Book Talk.	3 Blocks

Unit 2: Close Reading

Subject: Reading
Grade: 6th
Name of Unit: Close Reading
Length of Unit: 30 blocks
Overview of Unit: In this unit, students will develop close reading strategies to help them read independently and comprehend challenging texts. Close reading involves reading to determine what the text says explicitly, making logical inferences supported by background knowledge and textual evidence, as they draw conclusions about the text. Close reading strategies include analyzing author's word choice, including figurative and connotative language, and determining the central/main idea of a text. Students will also develop skills to write a clear and concise summary of text.

Note: This unit's standards are for both fiction and nonfiction texts. Therefore, many of the standards appear to be similar. Please note the "RL" (literature) versus "RI" (informational) reference in the standard.

Priority Standards for unit:
- 6.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
- 6.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 6.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- 6.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

Supporting Standards for unit:
- 6.RL.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RL.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RI.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

Unwrapped Priority Standards

Priority Standard			
6.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will cite text evidence to support my understanding of what the text says explicitly.	● I can identify important details in a story. ● I can connect multiple details and explain how these details are connected.	Analyze	3
● The student will make an inference by using my background knowledge and text evidence to support my understanding of text.	● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking. ● I can refer back to the entire story to determine if my inference makes sense.	Analyze	3

Priority Standard			
6.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will determine the meaning of a word or phrase by using context clues, word parts, and their resources.	● I can identify context clues to support my thinking. ● I can identify word parts. ● I can use references such as a dictionary and other online tools.	Apply	2
● The student will determine the connotative meaning of a word of phrase by using context clues.	● I understand the difference between denotation and connotation. ● I can use context clues to determine the connotation of a word. ● I can use the connotation of a word to determine the meaning of a word or phrase.	Apply	2
● The student will determine the figurative meaning of a word or phrase by using context clues.	● I understand the difference between literal and figurative language. ● I can identify the following types of figurative language: similes, metaphors, alliteration, hyperbole, onomatopoeia, idioms, and personification. ● I can use context clues to determine the meaning of figurative language. ● I can refer back to the text to determine if the meaning I chose makes sense.	Apply	2

Priority Standard			
6.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will analyze how the author's word choice contributes to meaning in a story.	● I can identify the connotation of words in a story. ● I can explain how the connotation of a word contributes to the story.	Analyzing	3
● The student will analyze how figurative language contributes to meaning in a story.	● I can identify figurative language in a story. ● I can explain how the author's choice of figurative language contributes to the story.	Analyzing	3
● The student will analyze how the repetition of words or word sounds contributes to meaning in a story.	● I can identify repetitive and/or word sounds in a story. ● I can explain how the author's choice of repetitive and/or word sounds contributes to the story.	Analyzing	3
Priority Standard			
6.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will cite text evidence to support an understanding of what a nonfiction text says explicitly.	● I can identify important details in nonfiction text. ● I can connect multiple details in nonfiction text and explain how these details are connected	Analyze	3
● The student will make an inference by using background knowledge and text evidence to support their understanding of nonfiction text.	● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking about nonfiction text. ● I can refer back to the entire text to determine if my inference makes sense.	Analyze	3

Priority Standard			
6.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will determine the meaning of a word or phrase by using context clues, word parts, and resources when working with nonfiction text.	● I can identify context clues to support my thinking. ● I can identify word parts. ● I can use references such as a dictionary and other online tools	Analyze	3
● The student will determine the connotative meaning of a word or phrase by using context clues when working with nonfiction text.	● I understand the difference between denotation and connotation. ● I can use context clues to determine the connotation of a word. ● I can use the connotation of a word to determine the meaning of a word or phrase.	Analyze	3
● The student will determine the figurative meaning of a word or phrase by using context clues when working with nonfiction text.	● I understand the difference between literal and figurative language. ● I can identify the following types of figurative language: similes, metaphors, alliteration, hyperbole, onomatopoeia, idioms, and personification. ● I can use context clues to determine the meaning of figurative language. ● I can refer back to the text to determine if the meaning I chose makes sense.	Analyze	3

Priority Standard			
6.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will explain the central/main idea(s) of nonfiction text.	● I can understand the difference between a topic and central/main idea. ● I can explain how to identify the central/main idea. ● I can analyze nonfiction text to determine the central/main idea.	Evaluate	4
● The student will use text evidence to support the development of the central/main idea.	● I can identify multiple details in nonfiction text that support the central/main idea. ● I can connect multiple details to explain how a central/main idea is developed.	Analyze	3
● The student will summarize nonfiction text.	● I can explain the central/main idea. ● I can explain the key details that support the central/main idea. ● I can write a summary by combining the central/main idea and key details.	Create	4
Priority Standard			
6.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will analyze how the author's word choice contributes to meaning in nonfiction text.	● I can identify the connotation of words in a text. ● I can explain how the connotation of a word and/or repetition contribute to the text	Analyze	3
● The student will analyze how figurative language contributes to meaning in nonfiction text.	● I can identify figurative language in text. ● I can explain how the author's choice of figurative language contributes to the text	Analyze	3
● The student will analyze how the repetition of words or word sounds contributes to meaning in nonfiction text.	● I can identify repetitive words and/or word sounds in text. ● I can explain how the author's choice of repetitive words and/or word sounds contributes to text.	Analyze	3

<u>Essential Questions</u>:

1. How can background knowledge and text evidence help strengthen your understanding of a text?
2. How can context clues help a reader learn the meaning of words and phrases in a text?
3. How can word choice, figurative language, and repetition of words or word sounds contribute to the meaning in a text?
4. How can I cite textual evidence and make inferences to draw conclusions of a text?
5. How do the connotation and figurative meaning of words and phrases impact a nonfiction text?
6. How does citing text evidence support my summary of the central/main idea of a text?
7. What strategies do author's use to develop a reader's deeper understanding in nonfiction text?

<u>Enduring Understanding/Big Ideas</u>:

1. I can make inferences and cite relevant text evidence to demonstrate my understanding of a text.
2. I can determine the meaning of words and phrases as they are used in a text.
3. I can analyze how word choice, figurative language, and repetition of words or word sounds contribute to the meaning in a text.
4. I can cite text evidence and make inferences to support my analysis of text.
5. I can determine the meaning of words and phrases as they are used in a nonfiction text.
6. I can summarize the central/main idea of a text using cited textual evidence.
7. I can analyze how the author's word choice, figurative language, and/or repetition of word or word sounds contributes to meaning in nonfiction text

<u>Unit Vocabulary:</u>

Academic Cross-Curricular Words	Content/Domain Specific	
Analyze Cite Text evidence Explicit Implicit Summarizing Nonfiction	Inference (Infer) Figurative Language Denotation Connotation Affix Simile	Metaphor Alliteration Hyperbole Onomatopoeia Idiom Personification

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- *Eleven by Sandra Cisneros (StudySync)
- *Hatshepsut: His Majesty, Herse (StudySync)
- *Margaret Bourke-White: Fearless Photographer (StudySync)
- *Donna O'Meara: The Volcano Lady (StudySync)
- *Hoot (StudySync)
- *Dare to Be Creative! (StudySync)
- *Heroes Every Child Should Know (StudySync)
- *Perseus (StudySync)
- Articles from Newsela (accessible in the Portal)
- Articles from Scholastic Scope (accessible through Library Media Specialist)

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (3 blocks)

You will choose a nonfiction topic of your choice to create a One Pager. Suggested items to include in the One Pager could be:

- The article's title and author.
- The central idea of the text.
- Text features that support your topic.
- Examples of text evidence of the author's word choice (connotative language, figurative language, inferences) and how the examples contribute to the reader's understanding of the text.

Ideas for instructing this Engaging Scenario could be to:
- Review multiple examples of One Pagers.
- Include optional templates/graphic organizers for student use (digital or paper).
- Provide choices of topics.

Engaging Experience 1

Title:	Suggested Time Length:
Making Inferences to Understand Literature (Fiction)	1 Block

Priority Standard(s):
- **6.RL.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RI.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RI.1.B** Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will cite text evidence to support my understanding of what the text says explicitly.	● I can identify important details in a story. ● I can connect multiple details and explain how these details are connected.	Analyze	3
● The student will make an inference by using my background knowledge and text evidence to support my understanding of text.	● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking. ● I can refer back to the entire story to determine if my inference makes sense.	Analyze	3
● The student will cite text evidence to support an understanding of what a nonfiction text says explicitly.	● I can identify important details in nonfiction text. ● I can connect multiple details in nonfiction text and explain how these details are connected	Analyze	3
● The student will make an inference by using background knowledge and text evidence to support their understanding of nonfiction text.	● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking about nonfiction text. ● I can refer back to the entire text to determine if my inference makes sense.	Analyze	3

● The student will determine the meaning of a word or phrase by using context clues, word parts, and resources when working with nonfiction text.	● I can identify context clues to support my thinking. ● I can Identify word parts. ● I can use references such as a dictionary and other online tools	Analyze	3

Supporting Standard(s):

- 6.RL.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RI.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RL.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RI.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, paragraph, section, or image contributes to meaning.

Read	**Write**	**Study**	**Do**	**Share**
		● Students will listen to a mini lesson about making inferences using background information and text evidence.	● Students will take notes in their Reader's Notebook by following along with the mini lesson.	

Instructional Notes:

- The lesson should include information about making inferences using background knowledge and text evidence to support their inference.
- Suggested order of activities: Study, Do.

Engaging Experience 2

Title: Types of Figurative Language	**Suggested Time Length:** 1 Block

Priority Standard(s):
- **6.RL.1.B** Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- **6.RL.2.C** Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
- **6.RI.1.B** Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
• The student will determine the figurative meaning of a word or phrase by using context clues.	• I understand the difference between literal and figurative language. • I can identify the following types of figurative language: similes, metaphors, alliteration, hyperbole, onomatopoeia, idioms, and personification. • I can use context clues to determine the meaning of figurative language. • I can refer back to the text to determine if the meaning I chose makes sense.	Apply	2
• The student will analyze how figurative language contributes to meaning in a story.	• I can identify figurative language in a story. • I can explain how the author's choice of figurative language contributes to the story.	Analyzing	3
• The student will analyze how the repetition of words or word sounds contributes to meaning in a story.	• I can identify repetitive and/or word sounds in a story. • I can explain how the author's choice of repetitive and/or word sounds contributes to the story.	Analyzing	3

Supporting Standard(s):
- 6.RL.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RI.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, paragraph, section, or image contributes to meaning.

Read	**Write**	**Study**	**Do**	**Share**
		Students will listen to a mini lesson about different types of figurative language.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will share out examples of figurative language as they are discussing each type.

Instructional Notes:
- Students take notes about the following types of figurative language:
  - Simile
  - Metaphor
  - Alliteration
  - Hyperbole
  - Onomatopoeia
  - Idiom
  - Personification
- Many examples of figurative language in movies are available in YouTube.
- Suggested order of activities: Study, Do, Share.

Engaging Experience 3

Title:	Suggested Time Length:
Denotation and Connotation (Fiction & Nonfiction)	1 Block

Priority Standard(s):

- **6.RL.1.B** Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- **6.RL.2.C** Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning
- **6.RI.1.B** Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- **6.RI.2.C** Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will determine the connotative meaning of a word of phrase by using context clues.	● I understand the difference between denotation and connotation. ● I can use context clues to determine the connotation of a word. ● I can use the connotation of a word to determine the meaning of a word or phrase.	Apply	2
● The student will analyze how the author's word choice contributes to meaning in a story.	● I can identify the connotation of words in a story. ● I can explain how the connotation of a word contributes to the story.	Analyzing	3
● The student will determine the connotative meaning of a word or phrase by using context clues when working with nonfiction text.	● I understand the difference between denotation and connotation. ● I can use context clues to determine the connotation of a word. ● I can use the connotation of a word to determine the meaning of a word or phrase.	Analyze	3
● The student will analyze how the author's word choice contributes to meaning in nonfiction text.	● I can identify the connotation of words in a text. ● I can explain how the connotation of a word and/or repetition contribute to the text.	Analyze	3

Supporting Standard(s):
- 6.RL.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RI.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

Read	**Write**	**Study**	**Do**	**Share**
		Students will listen to a mini lesson about denotation and connotation.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will share examples of connotative language as they are following along with the mini lesson.

Instructional Notes:
- During the lesson, include many examples of comparing two or three words and discuss the intensity level of each word.
- Students should understand that words have a positive, neutral, or negative undertone that helps us as readers determine the intent of the author's writing.
- Suggested order of activities: Study, Do, Share.

Engaging Experience 4

Title: Using Word Choice to Understand Text (Fiction & Nonfiction)	Suggested Time Length: 8 Blocks

Priority Standard(s):

- **6.RL.1.B** Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- **6.RL.2.C** Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
- **6.RI.1.B** Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- **6.RI.2.C** Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will determine the meaning of a word or phrase by using context clues, word parts, and their resources.	● I can identify context clues to support my thinking. ● I can identify word parts. ● I can use references such as a dictionary and other online tools.	Apply	2
● The student will determine the connotative meaning of a word of phrase by using context clues.	● I understand the difference between denotation and connotation. ● I can use context clues to determine the connotation of a word. ● I can use the connotation of a word to determine the meaning of a word or phrase.	Apply	2
● The student will determine the figurative meaning of a word or phrase by using context clues.	● I understand the difference between literal and figurative language. ● I can identify the following types of figurative language: similes, metaphors, alliteration, hyperbole, onomatopoeia, idioms, and personification. ● I can use context clues to determine the meaning of figurative language. ● I can refer back to the text to determine if the meaning I chose makes sense.	Apply	2

• The student will analyze how the author's word choice contributes to meaning in a story.	• I can identify the connotation of words in a story. • I can explain how the connotation of a word contributes to the story.	Analyzing	3
• The student will analyze how figurative language contributes to meaning in a story.	• I can identify figurative language in a story. • I can explain how the author's choice of figurative language contributes to the story.	Analyzing	3
• The student will analyze how the repetition of words or word sounds contributes to meaning in a story.	• I can identify repetitive and/or word sounds in a story. • I can explain how the author's choice of repetitive and/or word sounds contributes to the story.	Analyzing	3

Supporting Standard(s):
- 6.RL.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RI.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how a particular sentence, paragraph, section, or image contributes to meaning.

Read	**Write**	**Study**	**Do**	**Share**
Students use mentor texts to practice using the following reading skills to make inferences: ○ Background knowledge and text evidence ○ Figurative language ○ Connotative language		Teacher reviews how a reader can use word choice to understand text.	Students will practice with small pieces of text to look for how author's use word choice to convey the meaning of the text.	Students will share and discuss how word choice helps convey a message.

Instructional Notes:
- Students will practice analyzing authors' word choice to determine the meaning of text.
- Suggested order of activities: Study, Read, Do, Share.

Engaging Experience 5

Title: How to Determine the Central/Main Idea of Text (Fiction & Nonfiction)	**Suggested Time Length:** 1 Block

Priority Standard(s):
- **6.RI.1.D** Comprehend and Interpret Texts (Approaching Texts as a Reader). Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
● The student will explain the central/main idea(s) of nonfiction text.	● I can understand the difference between a topic and a central/main idea. ● I can explain how to identify the central/main idea. ● I can analyze nonfiction text to determine the central/main idea.	Evaluate	4
● The student will use text evidence to support the development of the central/main idea.	● I can identify multiple details in nonfiction text that support the central/main idea. ● I can connect multiple details to explain how a central/main idea is developed.	Analyze	3

Supporting Standard(s):
- 6.RL.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RI.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

Read	**Write**	**Study**	**Do**	**Share**
Students will read a short (one page recommended) nonfiction article.	Students will annotate the text the second time the article is read.	Students will listen to a mini lesson about determining the central/main idea of text.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will complete an Exit Ticket with the following prompts: ● 3 Things I Learned Today ● 2 Things I Found Interesting ● 1 Question I Still Have

Instructional Notes:
- Be sure to choose an article that is approximately one page in length as a mentor text. This will ensure time to add notes to the Reader's Notebook, read the article, and to annotate the text.
- Article Resource - Newsela
- Suggested order of activities: Study, Do, Read, Write, Share

Engaging Experience 6

Title:	Suggested Time Length:
Determining Central/Main Idea of Text	9 Blocks

Priority Standard(s):

- **6.RI.1.D** Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will explain the central/ main idea of nonfiction text.	● I can understand the difference between a topic and a central/main idea. ● I can explain how to identify the central/main idea. ● I can analyze nonfiction text to determine the central/main idea.	Evaluate	4
● The student will use text evidence to support the development of the central/main idea.	● I can identify multiple details in nonfiction text that support the central/main idea. ● I can connect multiple details to explain how a central/main idea is developed.	Analyze	3

Supporting Standard(s):

- 6.RL.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

Read	Write	Study	Do	Share
Students use mentor texts to practice determining the central/ main idea of text.	Students annotate the text looking for key details.	Teacher reviews how readers can determine the central/main idea of text.	Students will practice with short articles, gradually progressing to lengthier articles, to determine the article's central/main idea.	Students will share their central ideas for common text through a Schoology discussion board. (Suggestion: Set the discussion board up to where students aren't able to see their peers posts before they post their own response.)

Instructional Notes:
- Students will practice reading, annotating, and determining the central/main idea of nonfiction and fiction text. It is recommended to provide students a choice of two or three articles to read. This will help ensure the article is interesting to the student, which results in students being more engaged in the learning process.
- To add a variety of text reader's engage with during this Engaging Experience consider printing the transcript of a video (TedTalk) and ask students to listen to the speaker and annotate the printed transcript.
  - Suggested order of activities: Study, Read, Do, Share.

Engaging Experience 7

Title: Writing a Nonfiction Summary	**Suggested Time Length:** 1 Block

Priority Standard(s):
- **6.RI.1.D** Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
● The student will explain the central/main idea of nonfiction text.	● I can understand the difference between a topic and a central/main idea. ● I can explain how to identify the central/main idea. ● I can analyze nonfiction text to determine the central/main idea.	Evaluate	4
● The student will use text evidence to support the development of the central/main idea.	● I can identify multiple details in nonfiction text that support the central/main idea. ● I can connect multiple details to explain how a central/main idea is developed.	Analyze	3
● The student will summarize nonfiction text.	● I can explain the central/main idea. ● I can explain the key details that support the central/main idea. ● I can write a summary by combining the central/main idea and key details.	Create	4

Supporting Standard(s):
- 6.RL.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RI.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

Read	Write	Study	Do	Share
Students will reread a one page nonfiction article read previously in this unit.	Students will annotate the article, if this was not completed earlier in the unit.	Students will listen a mini lesson about how to write an effective, concise nonfiction summary.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will write the summary on paper and confer individually with the teacher as a quick check-in to ensure understanding of this skill.

Instructional Notes:
- There are a variety of ways to write a nonfiction summary. One strategy to consider using in the lesson is the "5 W's:
  - Who (Who is the story mostly about?)
  - What (What happened?)
  - When (When did it take place?)
  - Where (Where did it happen?)
  - Why (Why did it happen?)
- Graphic organizers help guide the student through the summary writing process as they are learning this skill. The graphic organizers can easily be found on the internet by Googling "nonfiction summarizing graphic organizer". Consider student choice and flexibility for the graphic organizer by allowing students to determine which organizer works best for them.
- Suggested order of activities: Study, Do, Read, Write, Share.

Engaging Experience 8

Title: Nonfiction Summarizing	Suggested Time Length: 3 Blocks

Priority Standard(s):
- **6.RI.1.D** Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
• The student will explain the central/ main idea of nonfiction text.	• I can understand the difference between a topic and central/main idea. • I can explain how to identify the central/main idea. • I can analyze nonfiction text to determine the central/main idea.	Evaluate	4
• The student will use text evidence to support the development of the central/main idea.	• I can identify multiple details in nonfiction text that support the central/main idea. • I can connect multiple details to explain how a central/main idea is developed.	Analyze	3
• The student will summarize nonfiction text.	• I can explain the central/main idea. • I can explain the key details that support the central/main idea. • I can write a summary by combining the central/main idea and key details.	Create	4

Supporting Standard(s):
- 6.RL.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

Read	Write	Study	Do	Share
Students use mentor texts to write nonfiction summaries.	If not already completed in a prior Engaging Experience, students annotate the text looking for key details to include in their summary.	Teacher reviews how readers can determine what elements to include in their summary.	Students will practice with short articles, gradually progressing to lengthier articles, to determine the article's central/main idea.	Students will share their summaries for common text through a Schoology discussion board. (Suggestion: Set the discussion board up to where students aren't able to see their peers posts before they post their own response.)

Instructional Notes:
- Students will practice writing nonfiction summaries of the articles previously used to find the central/main idea earlier in this unit. It is recommended to provide students a choice of two or three articles to read. This will help ensure the article is interesting to the student, which results in students being more engaged in the learning process.
- Suggested order of activities: Study, Read, Write, Do, Share.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Making Inferences to Understand Literature *Fiction*	Mini Lesson *Notes in Reader's Notebook* ● Students use their background knowledge and text evidence to make inferences in fiction text.	1 Block
Types of Figurative Language	Mini Lesson *Notes in Reader's Notebook* ● Students take notes about the following types of figurative language: ○ Simile ○ Metaphor ○ Alliteration ○ Hyperbole ○ Onomatopoeia ○ Idiom ○ Personification	1 Block
Denotation and Connotation *Fiction & Nonfiction*	Mini Lesson *Notes in Reader's Notebook* ● Students take notes about denotation and connotation: ○ Definitions of denotation and connotation ○ Word choice - positive versus negative connotation	1 Block
Using Word Choice to Understand Text *Fiction & Nonfiction*	Workshop Practice ● Students use mentor texts to practice using the following reading skills to make inferences: ○ Background knowledge and text evidence ○ Figurative language ○ Connotative language	8 Blocks

Understanding How to Determine the Central/Main Idea of Text *Fiction & Nonfiction*	Mini Lesson *Notes in Reader's Notebook* ● Students will take notes about how to determine the central/main idea of text.	1 Block
Determining the Central/Main Idea of Text *Fiction & Nonfiction*	Workshop Practice ● Students use mentor texts to practice determining the central/main idea of text.	9 Blocks
Nonfiction Summarizing	Mini Lesson *Notes in Reader's Notebook* ● Students will take notes about how to write a summary of nonfiction text.	1 Block
Nonfiction Summarizing	Workshop Practice ● Students use mentor texts to practice writing a summary of nonfiction text.	3 Blocks
Engaging Scenario	Unit 2 Culminating Activity *One Pager* *See Engaging Scenario	3 Blocks

Unit 3: Deep Reading with Fiction & Informational Texts

Subject: Reading
Grade: 6th
Name of Unit: Deep Reading with Fiction & Informational Texts
Length of Unit: 20 blocks
Overview of Unit: In this unit, students will learn how to compare and contrast opposing nonfiction texts to determine the author's purpose and perspective/point of view. Students will use inferencing strategies to determine how the author's word choice (connotative and figurative language) and presentation of information affects the overall meaning of the texts.

Priority Standards for unit:
- 6.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RI.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.
- 6.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
- 6.RI.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast one author's presentation of events with that of another.

Supporting Standards for unit:
- 6.RL.3.A Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.
- 6.RI.3.A Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.
- 6.RI.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the text reflects historical and/or cultural contexts.

Unwrapped Priority Standards

Priority Standard			
6.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author develops the point of view of the narrator or speaker in a text.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	● I can identify the point of the view in a story. ● I can explain why the author chose a particular point of view. ● I can support my conclusion about the author's point of view by providing text evidence.	Evaluate	3
Priority Standard			
6.RI.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	● I can identify the author's point of the view (perspective). ● I can explain how an author uses connotation and word choice to convey the point of view (perspective). ● I can support my conclusion about the author's point of view by providing specific text evidence.	Evaluate	4
● The student will explain how an author's purpose is conveyed in nonfiction text.	● I can identify the author's purpose as persuade, inform, entertain, or reflect. ● I can support my conclusion about the author's purpose by providing text evidence.	Evaluate	4
Priority Standard			
6.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will determine if an author's claim is supported by relevant evidence in a text.	● I can identify the author's claim in a text. ● I can analyze key details to determine if they are relevant to the author's claim.	Analyze	3

Priority Standard			
6.RI.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast one author's presentation of events with that of another.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
● The student will compare and contrast one author's presentation of events with that of another.	● I can identify the author's purpose and point of view (perspective). ● I can analyze authors' purposes and points of view (perspectives) in order to explain their similarities and differences	Analyze	3

Essential Questions:

1. How can an author's perspective impact how a text is conveyed?
2. How are the author's point of view and purpose conveyed in a nonfiction text?
3. What strategies do author's use to support their claims in nonfiction text?

Enduring Understanding/Big Ideas:

1. I can explain how an author develops a narrator or speaker's point of view (perspective) in a text.
2. I can explain how an author's point of view and purpose are conveyed in a nonfiction text.
3. I can determine if an author's claim is supported by relevant evidence in a text.

Unit Vocabulary:

Academic Cross-Curricular Words		Content/Domain Specific
Conclusion	Reflect	Point of View
Text Evidence	Claim	Perspective
Conveyed	Analyze	Connotation
Nonfiction	Relevant	Author's Purpose
Persuade	Compare	
Inform	Contrast	
Entertain	Synthesize	

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)
- *Priscilla and the Wimps (StudySync)
- *All Summer in a Day (StudySync)
- *Freedom Walkers: The Story of the Montgomery Bus Boycott (StudySync)

- *Letter to Xavier High School (StudySync)
- *Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement form 183-1970 (StudySync)
- *Podcast transcripts from Smash Boom Best
- Articles from Newsela (accessible in Portal)

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (4 blocks)

Think of a topic you enjoy learning about. You will compare two author's presentation of events with that of another about the same topic. For example, you could compare:
- Nonfiction Text and a TedTalk
- Biography and an Autobiography (same person)
- Nonfiction Text and Fiction Text
- Short Story and Nonfiction Text
- Nonfiction Text and a YouTube Video

Compare and contrast both modalities, looking for differences and similarities of the:

- author's purpose
- perspective/point of view
- writing strategies the author/speaker used
- tone each author used and how it affected the modalities compared

You will need to use evidence from both modality choices that supports your conclusions of the reading skills listed above.

Choose how you want to present your information. Choices to consider could be:
- Infographic
- One-Pager

Ideas for instructing this Engaging Scenario could be to:
- Review examples of nonfiction texts with opposing views.
- Compare two author's presentations of events (nonfiction article vs. TedTalk about the same topic)
- Provide choices of topics.
- Include various options for students to choose how they want to display the information (video, writing piece, etc.)

Engaging Experience 1

Title: Author's Purpose for Writing	Suggested Time Length:

Priority Standard(s):
- **6.RI.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will explain how an author's purpose is conveyed in nonfiction text.	● I can identify the author's purpose as persuade, inform, entertain, or reflect. ● I can support my conclusion about the author's purpose by providing text evidence.	Evaluate	4

Supporting Standard(s):
- **6.RI.3.C** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the text reflects historical and/or cultural contexts.

Read	Write	Study	Do	Share
		Students will listen to a mini lesson about author's purpose.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will share examples of author's purpose as they are following along with the mini lesson.

Instructional Notes:
- During the lesson, include examples of author's purpose in texts that are common.
- Students should identify the purpose of the author's writing and also include what the author was trying to persuade, inform, entertain, or reflect the reader about.

Engaging Experience 2

Title: Author's Point of View/Perspective	**Suggested Time Length:** 1 Block

Priority Standard(s):
- **6.RL.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author develops the point of view of the narrator or speaker in a text.
- **6.RI.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
• The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	• I can identify the point of the view in a story. • I can explain why the author chose a particular point of view. • I can support my conclusion about the author's point of view by providing text evidence.	Evaluate	3
• The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	• I can identify the author's point of the view (perspective). • I can explain how an author uses connotation and word choice to convey the point of view (perspective). • I can support my conclusion about the author's point of view by providing specific text evidence.	Evaluate	4

Supporting Standard(s):
- **6.RI.3.C** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the text reflects historical and/or cultural contexts.

Read	Write	Study	Do	Share
		Students will listen to a mini lesson about author's point of view. Teacher will demonstrate this skill by using a nonfiction mentor text read in Unit 2.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will contribute to a Padlet by sharing their thoughts about the point of view of another common text read in Unit 2.

Instructional Notes:
- The standards for point of view are for both nonfiction and literary text.
- Lesson Suggestions:
  - Identify a common fairy tale and have students role play different character's points of view about the same scenario.
  - Use nonfiction text to discuss the perspective of the author about a topic.

Engaging Experience 3

Title: Writing Strategies & Author's Tone	Suggested Time Length: 1 Block

Priority Standard(s):

- **6.RL.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author develops the point of view of the narrator or speaker in a text.
- **6.RI.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.
- **6.RI.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	● I can identify the point of the view in a story. ● I can explain why the author chose a particular point of view. ● I can support my conclusion about the author's point of view by providing text evidence.	Evaluate	3
● The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	● I can identify the author's point of the view (perspective). ● I can explain how an author uses connotation and word choice to convey the point of view (perspective). ● I can support my conclusion about the author's point of view by providing specific text evidence.	Evaluate	4
● The student will explain how an author's purpose is conveyed in nonfiction text.	● I can identify the author's purpose as persuade, inform, entertain, or reflect. ● I can support my conclusion about the author's purpose by providing text evidence.	Evaluate	4

Supporting Standard(s):

- **6.RI.3.C** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the text reflects historical and/or cultural contexts.

Read	Write	Study	Do	Share
		Students will listen to a mini lesson about writing strategies that authors use to convey their purpose and perspective. Students will learn about tone and how it affects the reader's understanding of the author's purpose and perspective. Teacher will demonstrate this skill by using a nonfiction mentor text read in Unit 2 or a new text.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	

Instructional Notes:
- Writing strategies to include are:
  - Connotative and Figurative Language
  - Text Features
  - Text Structures
  - Data and Facts
  - Quotes
  - Anecdotes
- Teach how tone is important for a reader to notice and the effect tone has in an author's writing.
- Use a short mentor text (one or two pages) for an example as you model.

Engaging Experience 4

Title:	Suggested Time Length:
Unit 2 Skills Anchor Chart	1 Block

Priority Standard(s):
- **6.RL.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author develops the point of view of the narrator or speaker in a text.
- **6.RI.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	● I can identify the point of the view in a story. ● I can explain why the author chose a particular point of view. ● I can support my conclusion about the author's point of view by providing text evidence.	Evaluate	3
● The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	● I can identify the author's point of the view (perspective). ● I can explain how an author uses connotation and word choice to convey the point of view (perspective). ● I can support my conclusion about the author's point of view by providing specific text evidence.	Evaluate	4
● The student will explain how an author's purpose is conveyed in nonfiction text.	● I can identify the author's purpose as persuade, inform, entertain, or reflect. ● I can support my conclusion about the author's purpose by providing text evidence.	Evaluate	4

Supporting Standard(s):
- **6.RI.3.C** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the text reflects historical and/or cultural contexts.

Read	Write	Study	Do	Share
			Students will create a poster on construction paper that shows their understanding of the following Unit 3 reading skills: ● Author's Purpose ● Point of View/ Perspective ● Author's Tone ● Writing Strategies	Students will display their posters in the hall and/or classroom.

Instructional Notes:
- The posters should be well organized and visually attractive.
- Students will need a rubric that identifies how the poster will be graded.

Engaging Experience 5

Title: Unit 3 Skills Assessment	Suggested Time Length: 1 Block

Priority Standard(s):
- **6.RL.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author develops the point of view of the narrator or speaker in a text.
- **6.RI.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	● I can identify the point of the view in a story. ● I can explain why the author chose a particular point of view. ● I can support my conclusion about the author's point of view by providing text evidence.	Evaluate	3
● The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	● I can identify the author's point of the view (perspective). ● I can explain how an author uses connotation and word choice to convey the point of view (perspective). ● I can support my conclusion about the author's point of view by providing specific text evidence.	Evaluate	4
● The student will explain how an author's purpose is conveyed in nonfiction text.	● I can identify the author's purpose as persuade, inform, entertain, or reflect. ● I can support my conclusion about the author's purpose by providing text evidence.	Evaluate	4

Supporting Standard(s):
- **6.RI.3.C** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the text reflects historical and/or cultural contexts.

Read	Write	Study	Do	Share
			Students will complete a short assessment to show their understanding of: ● Author's Purpose ● Point of View/ Perspective ● Author's Tone ● Writing Strategies	

Instructional Notes:
- This assessment should be Level 1 and Level 2 questions about each reading skill. Students will be applying these skills later in this unit.

Engaging Experience 6

Title: Exploring Fiction Text for Author's Purpose, Point of View/Perspective, and Writing Strategies	Suggested Time Length: 4 Blocks

Priority Standard(s):
- **6.RL.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author develops the point of view of the narrator or speaker in a text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
• The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	• I can identify the point of the view in a story. • I can explain why the author chose a particular point of view. • I can support my conclusion about the author's point of view by providing text evidence.	Evaluate	3

Supporting Standard(s):
- **6.RL.3.A** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.

Read	Write	Study	Do	Share
Students will read a short story. *Note: This Engaging Experience relates to only fiction text.	Students will write responses for each Unit 3 reading skill: • Author's Purpose • Point of View/ Perspective	Students will analyze the short story thinking about how the author conveyed their purpose and perspective.	Students should be provided a template to use while they are learning this skill. The template should include sentence starters students can follow to ensure they are including all required information.	

Instructional Notes:
- Note: This Engaging Experience is for fiction text.
- Resources for Mentor Text:
  - StudySync
  - Scholastic Scope
  - Picture Books
- Suggested order of activities: Read, Study, Do, Write

Engaging Experience 7

Title: Exploring Nonfiction Text for Author's Purpose, Author's Point of View/Perspective, Author's Tone, and Writing Strategies	Suggested Time Length: 1 Block

Priority Standard(s):
- **6.RI.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
• The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	• I can identify the author's point of the view (perspective). • I can explain how an author uses connotation and word choice to convey the point of view (perspective). • I can support my conclusion about the author's point of view by providing specific text evidence.	Evaluate	4
• The student will explain how an author's purpose is conveyed in nonfiction text.	• I can identify the author's purpose as persuade, inform, entertain, or reflect. • I can support my conclusion about the author's purpose by providing text evidence.	Evaluate	4

Supporting Standard(s):
- **6.RI.3.A** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.

Read	Write	Study	Do	Share
Students will read a nonfiction article, watch a video (TedTalk, etc.), or use an infographic to analyze the text. *Note: This Engaging Experience relates to only nonfiction text.	Students will write responses for each Unit 3 reading skill: ● Author's Purpose ● Point of View/ Perspective ● Author's Tone ● Writing Strategies		Students will analyze the nonfiction text to identify and explain the: ● Author's Purpose ● Point of View/ Perspective ● Author's Tone ● Writing Strategies	Students will share their responses for each Unit 3 reading skill in a variety of ways throughout each six blocks. Suggestions include: ● Discussion Board ● Table Groups ● Partner ● Whole Class Discussions ● Padlet ● Anchor Charts (located around the room - each anchor chart is for only one skill)

Instructional Notes:
- Note: This Engaging Experience is for nonfiction text.
- Various types of nonfiction text should be considered: nonfiction articles, TedTalk videos, infographic, and other nonfiction writings.
- Suggested order of activities: Read, Do, Write, Share

Engaging Experience 8

Title: Identifying Claims and Evidence in Text	Suggested Time Length: 2 Blocks

Priority Standard(s):
- **6.RI.2.D** Analyze Craft and Structure (Approaching Texts as a Writer) Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
- **6.RI.3.B** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast one author's presentation of events with that of another.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
• The student will compare and contrast one author's presentation of events with that of another.	• I can identify the author's purpose and point of view (perspective). • I can analyze authors' purposes and points of view (perspectives) in order to explain their similarities and differences	Analyze	3
• The student will determine if an author's claim is supported by relevant evidence in a text.	• I can identify the author's claim in a text. • I can analyze key details to determine if they are relevant to the author's claim.	Analyze	3

Supporting Standard(s):
- **6.RI.3.A** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.

Read	**Write**	**Study**	**Do**	**Share**
Students will read argumentative text. Students could use videos (TedTalks) of speakers that fit the argumentative style of writing/ presentation. Students could have an option to choose from three different texts to help them stay engaged.	Teacher leads a mini lesson about claims and how to determine evidence that supports the author's claim.	Students take notes about claims and evidence in their Reader's Notebooks.	Students examine text or videos to identify the claim, evidence that supports the claim, and supporting reasons.	Students could share out through class debates about a topic. You could form a group of three or four students and have the group discuss the text or video, identify the claim, note the text evidence that supports the claim, and supporting reasons for their answers.

Instructional Notes:
- ELA is working with argumentative text throughout this unit. Consider collaborating on texts together to further student understanding.
- Scholastic Scope magazine offers a debate writing piece in each issue. These would be good for students to read and respond to.
- Suggested order of activities: Write, Study, Do, Read, Share

Engaging Experience 9

Title:	Suggested Time Length:
Analyzing Text for Unit 3 Skills	6 Blocks

Priority Standard(s):
- **6.RL.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author develops the point of view of the narrator or speaker in a text.
- **6.RI.2.B** Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	● I can identify the point of the view in a story. ● I can explain why the author chose a particular point of view. ● I can support my conclusion about the author's point of view by providing text evidence.	Evaluate	3
● The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	● I can identify the author's point of the view (perspective). ● I can explain how an author uses connotation and word choice to convey the point of view (perspective). ● I can support my conclusion about the author's point of view by providing specific text evidence.	Evaluate	4
● The student will explain how an author's purpose is conveyed in nonfiction text.	● I can identify the author's purpose as persuade, inform, entertain, or reflect. ● I can support my conclusion about the author's purpose by providing text evidence.	Evaluate	4

Supporting Standard(s):
- **6.RL.3.A** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.
- **6.RI.3.A** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.

Read	**Write**	**Study**	**Do**	**Share**
Students will read various fiction and nonfiction texts.	Student will write their responses identifying and explaining the following Unit 3 reading skills of each text: ● Author's Purpose ● Point of View/ Perspective ● Author's Tone ● Author's Writing Strategies	Students may use their Reader's Notebook notes to review each Unit 3 reading skill.	Students will annotate text as they read looking for evidence that helps support the: ● author's purpose ● point of view/ perspective ● author's tone ● author's writing strategies	There are a variety of ways students could share their work with the teacher and their peers: ● Discussion Boards ● Google Slides ● Graphic Organizers ● Google Form ● Table Discussions ● Group Rotations There are also many other ways students could share their thinking.

Instructional Notes:
- This Engaging Experience should be experienced in the workshop model. Small group instruction and reteaching are likely necessary as you identify students who show a lack of understanding in the Unit 3 reading skills.
- Resources for mentor text:
  - StudySync
  - Newsela
  - Scholastic Scope
  - ReadWorks
- Suggested order of activities: Study, Do, Read, Write, Share

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time

Author's Purpose for Writing	Mini Lesson
	Notes in Reader's Notebook
	● Students will:
	  ○ take notes about why an author write a particular text. (persuade, inform, explain, reflect).
	  ○ understand how identifying the author's purpose when reading text helps them as readers to understand the deeper meaning of text.
		1 Block

Author's Point of View/ Perspective	Mini Lesson
	Notes in Reader's Notebook
	● Students will:
	  ○ take notes to define the meaning of point of view/perspective.
	  ○ understand that authors choose a particular point of view/perspective for the writing to affect the reader in some way.
	  ○ recognize the importance of analyzing text to determine the author's point of view/perspective
		1 Block

Writing Strategies & Author's Tone	Mini Lesson
	Notes in Reader's Notebook
	● Students take notes about how authors use various writing strategies to convey their purpose and point of view. Some writing strategies to include are:
	  ○ Connotative and Figurative Language
	  ○ Text Features
	  ○ Text Structures
	  ○ Data and Facts
	  ○ Quotes
	  ○ Anecdotes
	● Students learn how an author's tone is important for a reader to notice and they understand the effect tone has in their writing.
		1 Block

Unit 2 Skills Anchor Chart	Anchor Chart
	
	● Students will create a poster on construction paper that shows their understanding of the following Unit 3 reading skills:
	   ○ Author's Purpose
	   ○ Point of View/Perspective
	   ○ Author's Tone
	   ○ Writing Strategies
	● The poster should be organized and be visually attractive.
	● Consider hanging some (or all) of the posters in the classroom or in the halls.
		2 Blocks

Unit 3 Skills Assessment	Student Understanding Check-In Quiz
	● Students will show their understanding of how to identify the:
	   ○ author's purpose
	   ○ point of view/perspective
	   ○ author's tone
	   ○ writing strategies.
	
	This quiz should be basic information about each reading skill. A short piece of nonfiction text (one or two pages) could also be used if desired.
		1 Block

Exploring Fiction Text for Author's Purpose, Point of View/Perspective, and Writing Strategies *(Fiction)*	Workshop Practice
	● Students will:
	   ○ read a short story.
	   ○ analyze the short story to determine the author's purpose and point of view/perspective.
	   ○ Provide text details to support their thinking.
		4 Blocks

Exploring Nonfiction Text for Author's Purpose, Point of View/Perspective, and Writing Strategies *(Nonfiction)*	Workshop Practice
	● Students will:
	   ○ Read a nonfiction article, watch a video (TedTalk), or analyze information in an Infographic.
	   ○ Analyze the article to determine the author's purpose, point of view/perspective, and the writing strategies the author used to covey the information.
		6 Blocks

Identifying Claims and Evidence in Text *(Nonfiction)*	Workshop Practice Students will analyze a piece of nonfiction text for claims and supporting text evidence.	2 Blocks
Analyzing Text for Unit 3 Skills	Workshop Practice Students will practice Unit 3 reading skills by analyzing both fiction and nonfiction text.	6 Blocks
Engaging Scenario	Unit 3 Project *Comparing and Contrasting Two Authors' Presentations of the Same Topic* *See Engaging Scenario	6 Blocks

Unit 4: Culminating Unit

Subject: Reading
Grade: 6th
Name of Unit: Culminating Unit
Length of Unit: 10 blocks
Overview of Unit: In this unit, students will learn how to compare and contrast fiction and nonfiction texts to determine the author's purpose, perspective/point of view, and inferencing strategies to determine how the author's word choice (connotative and figurative language) and presentation of information affects the overall meaning of the texts.

Priority Standards for unit:
- 6.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting Standards for unit:
- 6.RL.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast texts in different genres that address similar themes or topics.
- 6.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
- 6.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 6.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- 6.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

Unwrapped Priority Standards

Priority Standard			
6.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will cite text evidence to support my understanding of what the text says explicitly.	● I can identify important details in a story. ● I can connect multiple details and explain how these details are connected.	Analyze	3
The student will make an inference by using my background knowledge and text evidence to support my understanding of text.	● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking. ● I can refer back to the entire story to determine if my inference makes sense.	Analyze	3
Priority Standard			
6.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will cite text evidence to support an understanding of what a nonfiction text says explicitly.	● I can identify important details in nonfiction text. ● I can connect multiple details in nonfiction text and explain how these details are connected	Analyze	3
The student will make an inference by using background knowledge and text evidence to support their understanding of nonfiction text.	● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking about nonfiction text. ● I can refer back to the entire text to determine if my inference makes sense.	Analyze	3

Essential Questions:

1. How can background knowledge and text evidence help strengthen your understanding of a text?
2. How can I cite textual evidence and make inferences to draw conclusions of a text?

Enduring Understanding/Big Ideas:

1. I can make inferences and cite relevant text evidence to demonstrate my understanding of a text.
2. I can cite text evidence and make inferences to support my analysis of text.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Analyze Interpret Explicit Conclusions Text Evidence Compare Contrast	Infer Inferences Fiction Nonfiction Point of View Perspective Author's Purpose Connotative Language Figurative Language

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- Articles from Newsela (accessible in Portal)
- ReadWorks
- TweenTribune
- CommonLit
- Charity Websites

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (4 blocks)

Students will be using a chosen Book Club book for this Engaging Scenario and therefore will need to finish a minimum of one book this unit to be successful.

A local news station wants to dive deeper into the topic of charities. They are seeking students to share their perspective on the topic based on current literature. They would like to feature a podcast, interview or TedTalk created by a student well-versed on this topic when their air their special on this.

Students will present on a topic (see ideas below) by choosing one fiction book and one nonfiction article that relates to the same topic. The students will compare and contrast both texts to show understanding of how the way the authors present information about the same topics affect the theme and/or central idea. You can create a podcast, a TedTalk or a talk show to share out your learning in a creative way.

Items to compare and contrast include:
- author's purpose
- perspective/point of view
- theme or central idea
- the author's word choice (ex: connotative and figurative language)
- text evidence that supports your conclusion about both pieces of text

Ideas for instructing this Engaging Scenario could be to:
- Review examples of fiction and nonfiction texts with similar views
- Include various options for the presentation of information demonstrating the students understanding of the text.
- Provide choices of nonfiction topics and fiction books that encompasses a similar topic

Topics to consider could be:
- Social Emotional Learning
  - Depression
  - Grief
  - Anxiety
  - Overcoming obstacles
- Real world issues (humanitarian topics, charities)
-

This is an opportunity to collaborate with ELA since their culminating project for their 4th unit is also charity-related

Engaging Experience 1

Title: Choosing a Topic and Book	Suggested Time Length: 1 Block

Priority Standard(s):
- **6.RL.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RI.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
• The student will cite text evidence to support my understanding of what the text says explicitly.	• I can identify important details in a story. • I can connect multiple details and explain how these details are connected.	Analyze	3
• The student will make an inference by using my background knowledge and text evidence to support my understanding of text.	• I can use connected evidence to make an inference about what the author is trying to say. • I can use background knowledge to support my thinking. • I can refer back to the entire story to determine if my inference makes sense.	Analyze	3

Supporting Standard(s):
- 6.RL.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast texts in different genres that address similar themes or topics.
- 6.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
- 6.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 6.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- 6.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

Read	Write	Study	Do	Share
	● Students will brainstorm topics to focus on for their Unit Project.		● Students will research and select a fiction book that relates to their chosen topic. ● Students will locate their chosen fiction book.	● Students will share their topic and book with the class.

Instructional Notes:
- Consider offering a list of topics for students to choose from or allow students to choose any topic they are interested in. Students should also collaborate with peers about various topics to consider.
- It's important for students to consider the length of the book and their reading habits to ensure the book is completed by the required deadline.
- Students should locate their book by visiting the Media Center, searching Sora for a digital copy, search the public library to check-out the book, or consider other options for getting the book to read while they are completing the Unit Project.

Engaging Experience 2

Title: Unit Project Goals & Expectations	**Suggested Time Length:** 1 Block

Priority Standard(s):
- **6.RL.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RI.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
● The student will cite text evidence to support my understanding of what the text says explicitly.	● I can identify important details in a story. ● I can connect multiple details and explain how these details are connected.	Analyze	3
● The student will make an inference by using my background knowledge and text evidence to support my understanding of text.	● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking. ● I can refer back to the entire story to determine if my inference makes sense.	Analyze	3

Supporting Standard(s):
- 6.RL.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast texts in different genres that address similar themes or topics.
- 6.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
- 6.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 6.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- 6.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

Read	Write	Study	Do	Share
● Students will being reading their chosen book for the project.		● Students will learn the expectations for the Unit Project and make personal goals to help them be successful.	● Students will take notes in their Reader's Notebook or other type of graphic organizer.	

Instructional Notes:
- Students will learn the expectations for the Unit Project and make personal goals to help them be successful.
- Students should begin reading and taking notes in their Reader's Notebook or other type of graphic organizer. Notes to consider maintaining are key details that might be important for the completion of this Culminating Unit Project, including the plot with respect to how the character(s) change throughout the story.

Engaging Experience 3

Title: Focus on Reading	Suggested Time Length: 3 Blocks

Priority Standard(s):
- **6.RL.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RI.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will cite text evidence to support my understanding of what the text says explicitly.	● I can identify important details in a story. ● I can connect multiple details and explain how these details are connected.	Analyze	3
● The student will make an inference by using my background knowledge and text evidence to support my understanding of text.	● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking. ● I can refer back to the entire story to determine if my inference makes sense.	Analyze	3

Supporting Standard(s):
- 6.RL.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast texts in different genres that address similar themes or topics.
- 6.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
- 6.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 6.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- 6.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

Read	Write	Study	Do	Share
● Students will read their chosen book for the project.		● Students will learn various strategies for summarizing their daily reading and/or taking notes.	● Students will use one of the strategies learned in the "Study" section to complete each day of their reading.	

Instructional Notes:
- Students should spend the majority of class time reading. This will ensure equity for all students by dedicating time in class to help students complete the book.
- Strategy suggestions for how students can summarize their daily reading: write a reflection of their reading each day, create a bulleted journal of key details to retain, use a graphic organizer to gather information, etc.

Engaging Experience 4

Title: Culminating Project Research	Suggested Time Length: 1 Block

Priority Standard(s):
- **6.RL.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **6.RI.1.A** Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
● The student will cite text evidence to support my understanding of what the text says explicitly.	● I can identify important details in a story. ● I can connect multiple details and explain how these details are connected.	Analyze	3
● The student will make an inference by using my background knowledge and text evidence to support my understanding of text.	● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking. ● I can refer back to the entire story to determine if my inference makes sense.	Analyze	3

Supporting Standard(s):
- 6.RL.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast texts in different genres that address similar themes or topics.
- 6.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
- 6.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 6.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- 6.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

Read	Write	Study	Do	Share
• Students will read their chosen book for the project. • Students will read various articles related to the book's topic.	• Students should take notes about key details of the article/media chosen.		• Students will research their topic to identify a nonfiction article, TedTalk, etc. to compare and contrast with their fiction book.	• Students will share their article/media with the teacher and discuss how it relates to their book they read.

Instructional Notes:
- Differentiation - Some students may find it helpful to have a "bank" of articles/media to select from. This could help some students reduce the amount of time used for researching and instead allow more time for the creation of the final project.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Choosing a Topic and Book	- Students will brainstorm topics to focus on for their Unit Project. - Students will research and select a fiction book that relates to their chosen topic. - Students should locate their chosen fiction book to use for the project.	1 Block
Unit Project Goals & Expectations	- Students will learn the expectations for the Unit Project and make personal goals to help them be successful. - Students will begin reading and taking notes in their Reader's Notebook or other type of graphic organizer.	1 Block
Focus on Reading	- Students should spend the majority of class time reading. - Offer students a variety of strategies to use for maintaining notes that will be useful as they complete their project later in this unit.	3 Blocks
Culminating Project Research	- Students will research their topic to identify a nonfiction article, TedTalk, etc. to compare and contrast with their fiction book. - Students should read the chosen article/media and take notes about key details.	1 Block
Engaging Scenario	- Students will use their creativity to create their final culminating project that includes information about both reading pieces. - Students will present their final project to an audience.	4 Blocks