

**Crawfordsville Community Schools
Course Description**

**Analyzing the Mystery of Nature Through the Exploration of
Empathy and Influence of Perspectives.**

Grade 6 - High Ability Reading

**MASTER 7/19/2022
Author: C. Lain**

NARRATIVE DESCRIPTION

The sixth-grade high ability student in reading will examine the theme of investigation and interpretation of information. Through the study of mysteries students will analyze how human nature and life experiences can affect personal judgment and how people weigh evidence to make personal decisions. Students will also read a variety of selected literature to compare and contrast the different perspectives of a mystery. Formulating hypotheses, making predictions, verifying evidence, and critiquing literature will be processes stressed in this course. Creative and analytical writing will be utilized to develop memoirs, journals, Google Slides presentations, research projects, and letters.

Students will read *Murder on the Orient Express* by Agatha Christie and one other title of their choice as part of a summer reading assignment. Throughout the school year students will engage in activities from Michael Clay Thompson's Word within a Word for vocabulary development.

Sixth-grade high-ability students in reading class will read and analyze a variety of genres of literature. These works may include, but are not limited to, *The Westing Game, And Then There Were None, Freak the Mighty, Amelia Lost, The Mousetrap, and Maniac Magee.*

Differentiated District-Wide Goals

The high-ability student will maximize his/her gifted potential by pursuing a challenging, differentiated curriculum which will accelerate his/her learning experiences allowing him/her to become an independent yet interactive learner and leader.

The high-ability student will consistently utilize critical, logical, analytical, and creative thinking skills to seek original solutions to teacher- and self-directed problems that are timely and realistic.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare him/her to become an independent producer of original and successful products that will satisfy individual and societal needs.

Differentiated Learner Objectives

The sixth-grade high ability student in reading will investigate and evaluate how human nature impacts individual perspectives and present his/her evidence through oral presentations, multimedia presentations, and written products.

The sixth-grade high ability student in reading will recognize, compare and contrast, infer, predict, and analyze evidence within a society as presented in literature, will participate in group discussions and peer teaching and will write letters and position papers.

The sixth-grade high ability student in reading will illustrate, interpret, and dramatize the ways in which people examine evidence to make decisions using simulation activities, persuasive speeches, mock trials, and written products.

Course Concepts

Human nature and past experiences can influence perceptions in literature.

People weigh evidence to make a decision.

Themes in literature relate to present-day concerns.

UNITS

THEMES

LENGTH OF TIME

Analyzing Human Nature	5-7 weeks
Finding Evidence and Empathy	11-13 weeks
Mystery and Adventure	9 weeks
Searching for Legends	9 weeks

Evaluation

Oral presentations and written products which survey and evaluate how evidence is analyzed or discerned by human nature and will be evaluated by the teacher and students using direct observations, teacher-developed rubrics, and professional judgment.

Group discussions, debates, questionnaires, and position papers that recognize, compare and contrast, and evaluate how personal empathy plays into feelings of guilt or innocence within a society as expressed in literature will be evaluated by the teacher and students using rating scales, product analysis, and professional judgment.

Simulations, mock trials, speeches, and written products which illustrate, interpret, and dramatize the ways in which people examine evidence to make decisions will be evaluated by the teacher and students using self-evaluation, rubrics, and professional judgment.

Selected Resources

Teacher Resources

Christie, Agatha. *And Then There Were None*. Collins, 2020.

Ten people, each with something to hide and something to fear, are invited to an isolated mansion on Indian Island by a host who, surprisingly, fails to appear. On the island, they are cut off from everything but each other and the inescapable shadows of their own past

lives. One by one, the guests share the darkest secrets of their wicked pasts. And one by one, they die... Which among them is the killer and will any of them survive?

Christie, Agatha. *The Mousetrap and Other Plays*. William Morrow, 2012.

The scene is set when a group of people gathered in a country house cut off by the snow discover, to their horror, that there is a murderer in their midst. Who can it be? One by one the suspicious characters reveal their sordid pasts until at the last, nerve-shredding moment the identity and the motive are finally revealed.

Christie, Agatha. *Murder on the Orient Express: A Hercule Poirot Mystery*. Harper, 2011.

Murder on the Orient Express is an engaging young adult mystery novel. It is undoubtedly one of Agatha Christie's greatest mystery novels. Just after midnight, a snowdrift stops the Orient Express in its tracks. The luxurious train is surprisingly full for the time of the year, but by the morning it is one passenger fewer. An American tycoon lies dead in his compartment, stabbed a dozen times, his door locked from the inside. Isolated and with a killer in their midst, detective Hercule Poirot must identify the murderer – in case he or she decides to strike again.

Fleming, Candace, and Jessica Hische. *Amelia Lost: The Life and Disappearance of Amelia Earhart*. Yearling, an Imprint of Random House Children's Books, 2019.

In alternating chapters, Fleming deftly moves readers back and forth between Amelia's life (from childhood up until her last flight) and the exhaustive search for her and her missing plane. With incredible photos, maps, and handwritten notes from Amelia herself—plus informative sidebars tackling everything from the history of flight to what Amelia liked to eat while flying (tomato soup)—this unique nonfiction title is tailor-made for middle graders.

Philbrick, Rodman. *Freak the Mighty*. Usborne Publishing Ltd., 2020.

A brilliant, emotionally charged novel about two boys. One is a slow learner, too large for his age, and the other is a tiny, disabled genius. The two pair up to create one formidable human force known as "Freak the Mighty". MAX. FREAK. BEST FRIENDS. FOREVER. I never had a brain until Freak came along. . . That's what Max thought. All his life he'd been called stupid. Dumb. Slow. It didn't help that his body seemed to be growing faster than his mind. It didn't help that people were afraid of him. So Max learned how to be alone. At least until Freak came along. Freak was weird, too. He had a little body, and a really big brain. Together Max and Freak were unstoppable. Together, they were Freak the Mighty.

Raskin, Ellen. *The Westing Game*. Dutton Children's Books, 2003.

This highly inventive mystery involves sixteen people who are invited to the reading of Samuel W. Westing's will. They could become millionaires, depending on how they play the tricky and dangerous Westing game, which involves blizzards, burglaries, and bombings. Ellen Raskin has entangled a remarkable cast of characters in a puzzle-knotted, word-twisting plot filled with humor, intrigue, and suspense.

Spinelli, Jerry, and Katherine Applegate. *Maniac Magee: A Novel*. Little, Brown and Company, 2015.

Jeffrey Lionel "Maniac" Magee might have lived a normal life if a freak accident hadn't made him an orphan. After living with his unhappy and uptight aunt and uncle for eight years, he decides to run--and not just run away, but run. This is where the myth of Maniac Magee begins, as he changes the lives of a racially divided small town with his amazing and legendary feats.

Activities and Booklists for Grades 6-12. Center for Applied Research in Education, 1993.

A resource of 52 ready-to-use activity sheets teachers or librarians can use to mDaniels, Harvey, and Nancy Steineke. Texts and Lessons for Content-Area Reading. Heinemann, 2011.

With Texts and Lessons for Content-Area Reading, Harvey "Smokey" Daniels and Nancy Steineke support content-area and language-arts teachers alike by pairing more than 75 short, kid-tested reproducible nonfiction texts with 33 simple, ready-to-go lessons that deepen comprehension and support effective collaboration.

Daniels, Harvey, and Nancy Steineke. *Texts and Lessons for Teaching Literature: With 65 Fresh Mentor Texts from Dave Eggers and Others*. Heinemann, 2013.

Harvey "Smokey" Daniels and Nancy Steineke share their powerful strategies for engaging students in challenging, meaningful reading of fiction and poetry using some of their favorite short, fresh texts

Fry, Edward B., et al. *The Reading Teacher's Book of Lists*. John Wiley, 2000.

Over 190 up-to-date lists for developing instructional materials and planning lessons.

Morris, Patricia S., and Margaret A. Berry. *Mystery and Suspense-Activities and Booklists for Grades 6-12*. Simon Schuster, 1993

Monitor, evaluate and augment student reading of any mystery or suspense fiction book. Also includes comprehensive, annotated booklists for students' favorite subject areas within the two genres for individualized reading programs or general classroom use.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *The Word Within the Word*. Royal Fireworks Press, 2016.

The Word Within the Word I is a rigorous vocabulary text that contains thirty lessons filled with readings and activities to illustrate the important role of Latin and Greek stems in academic English. The first twenty lessons offer a list of twenty-five stems, along with several example words that contain each stem, and the last ten lessons provide twenty-five words that students will need to be familiar with to navigate through advanced academic endeavors.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *Word Within the Word*. Teacher ed., Royal Fireworks Press, 2016.

The teacher's manual for The Word Within the Word I contains the full text of the student book, plus answers to the questions and exercises, together with extensive implementation strategies and advice. It also contains cumulative quizzes and answer keys for each lesson of the book, as well as review tests after every five lessons.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” Flocabulary, <https://admin.flocabulary.com/subjects/>.

Flocabulary's educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

Carro, Mackenzie. “Vanished.” *Scope Magazine*, 2019, pp. 5–9.

The article explores Amelia Earhart's mysterious disappearance and the possible theories about what may have happened to her.

Student Resources

Christie, Agatha. *And Then There Were None*. Collins, 2020.

Christie, Agatha. *Murder on the Orient Express: A Hercule Poirot Mystery*. Harper, 2011.

Christie, Agatha. *The Mousetrap and Other Plays*. William Morrow, 2012.

Fleming, Candace, and Jessica Hische. *Amelia Lost: The Life and Disappearance of Amelia Earhart*. Yearling, an imprint of Random House Children's Books, 2019.

Philbrick, Rodman. *Freak the Mighty*. Usborne Publishing Ltd., 2020.

Raskin, Ellen. *The Westing Game*. Dutton Children's Books, 2003.

Spinelli, Jerry, and Katherine Applegate. *Maniac Magee: A Novel*. Little, Brown and Company, 2015.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *The Word Within the Word*. Royal Fireworks Press, 2016.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” Flocabulary, <https://admin.flocabulary.com/subjects/>.

STATE STANDARDS ELA 6
(Critical Standards are in ***Bold and Italics***)

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- **6.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- ***6.RL.2.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.***
- ***6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.***
- 6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
- 6.RL.2.4: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- 6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.
- ***6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.***

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- 6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.
- ***6.RL.4.2: Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.***

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- 6.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- **6.RN.2.1:** *Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence.*
- **6.RN.2.2:** *Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.*
- **6.RN.2.3:** *Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).*

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective

- 6.RN.3.1: Students are expected to continue building upon and applying concepts learned previously.
 - Grade of Mastery: 5 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- 6.RN.3.2: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6.RN.3.3: Determine an author’s perspective or purpose in a text, and explain how it is conveyed in the text.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- **6.RN.4.1:** *Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.*
- 6.RN.4.2: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
- 6.RN.4.3: Compare and contrast one author’s presentation of events with that of another.

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- 6.RV.1: Acquire and use accurate grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship

- **6.RV.2.1:** *Use context to determine or clarify the meaning of words and phrases.*

- 6.RV.2.2: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- 6.RV.2.3: Distinguish among the connotations of words with similar denotations.
- 6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 6.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- 6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
- 6.RV.3.3: Interpret figures of speech (e.g., personification) in context.

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- 6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- 6.W.2.1: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 Write legibly in print or cursive, forming letters and words that can be read by others.

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- **6.W.3.1: Write arguments in a variety of forms that –**
 - ***Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect.***
 - ***Use an organizational structure to group related ideas that support the argument.***
 - ***Support claim(s) with clear and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.***
 - ***Establish and maintain a consistent style and tone appropriate to purpose and audience.***
 - ***Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.***

- *Provide a concluding statement or section that follows from the argument presented.*
- **6.W.3.2: Write informative compositions in a variety of forms that –**
 - *Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.*
 - *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.*
 - *Use appropriate transitions to clarify the relationships among ideas and concepts.*
 - *Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.*
 - *Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
 - *Establish and maintain a style appropriate to purpose and audience.*
 - *Provide a concluding statement or section that follows from the information or explanation presented.*
- **6.W.3.3 Write narrative compositions in a variety of forms that –**
 - *Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).*
 - *Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.*
 - *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
 - *Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.*
 - *Provide an ending that follows from the narrated experiences or events.*

W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- **6.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –**
 - Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate, produce, and publish writing.

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- **6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.**

- Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).
- Gather relevant information from multiple sources, and annotate sources.
- Assess the credibility of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism and provide basic bibliographic information for sources.
- Present information, choosing from a variety of formats.

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- 6.W.6.1: Demonstrate command of English grammar and usage, focusing on:
 - 6.W.6.1A: Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - 6.W.6.1B: Verbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5
 - Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses
 - Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
 - 6.W.6.1C: Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4
 - Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.
 - 6.W.6.1D: Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Writing sentences that include prepositional phrases and explaining their functions in the sentence.
 - ***6.W.6.1E: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.***
- 6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on
 - 6.W.6.2A: Capitalization – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
 - 6.W.6.2B: Punctuation –
 - Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Using semicolons to connect main clauses and colons to introduce a list or quotation.
 - 6.W.6.2C: Spelling – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- 6.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

- 6.SL.2.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.
- 6.SL.2.4: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.3: COMPREHENSION - Develop and apply active listening and interpretation skills using various strategies

- 6.SL.3.1: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 6.SL.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS - Develop and apply the skills to communicate ideas effectively in a variety of situations

- 6.SL.4.1: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation.
- 6.SL.4.2: Create engaging presentations that include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.SL.4.3: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions.

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY - Develop an understanding of media and the roles and purposes of media

- 6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

ML.2: **MEDIA LITERACY** - Recognize the purpose of media and the ways in which media can have influences

- 6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.
- 6.ML.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.).

Crawfordsville Community Schools
Skeletal Unit Plan
7/19/2022
6 READING HA
Unit #1- Estimated Length: 5-7 Weeks

Analyzing Human Nature
High-Ability 6th Grade

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The sixth-grade high-ability student in reading will compare and contrast the styles of a variety of authors and share his/her findings through group discussions, multimedia presentations, and assessments.

The sixth-grade high-ability student in reading will distinguish and analyze how the appreciation of literature reflects his/her values and will demonstrate his/her knowledge through writing and presenting multimedia presentations, surveying and charting different types of literature, and giving recommendations.

The sixth-grade high-ability student in reading will conclude that problem solving is a key element in the development of a story through the comparing and contrasting of character, plot, setting, author's style and theme development in stories such as *Murder on the Orient Express*, *The Westing Game*, and other teacher selected titles.

MAJOR CONCEPTS

Authors express themselves in a variety of styles or genres, which can be characterized by content, form, and tone.

Problem solving is a key element in the development of a story and its characters.

Literature can make the reader question their values and learn from themselves.

CONTENT OUTLINE

- I. Authors develop characters in a story to illustrate personality types, to relate to the emotions of the reader, and to develop the plot.
 - A. The author develops each character from his/her personal perspective.
 - B. The reader views each character through his/her own knowledge and values.
 - C. Relationships and conflicts occur between characters in a book because of their values.
 - D. Each character in a book judges him/herself.
 - E. The author conveys a theme in the story for the reader to learn from.
- II. Character sketches can include physical appearance, personality traits, personality flaws, economic status, and problem-solving skills.
 - A. Characters can be major or minor, round or flat, and static or dynamic.
 - B. Reader's feelings about the character can change over time.
- III. The plot of a story consists of the exposition, problem or conflict, rising action, the climax, falling action, and the resolution of the problem.
 - A. plot has a series of events that are interconnected to lead the reader to possible solutions to the problem.
 - B. A reader can infer the theme of the story by analyzing the plot, the character's actions and reactions, and the problem or conflict of the story.
- IV. Writers approach similar genres of literature in a multitude of ways to demonstrate their unique style while engaging the reader.
 - A. A written or oral critique contains statements about the story or the author's style which is written from the reader's point of view.
 - B. A comparison activity compares and contrasts the same elements (setting, character, plot, author, style) found in different stories.
- V. Multimedia presentations convey the author's message.
 - A. Presentations persuade the audience.
 - B. Presentations are concise and to the point.
 - C. Multimedia presentations are designed to convey a message to a targeted audience.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will analyze *Murder on the Orient Express* from the summer reading list and participate in a Socratic discussion of the elements of the story. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.SL.2.1, **6.RV.2.1**)

Students will read *Murder on the Orient Express* from the summer reading list. Compare and contrast to the movie version. (**6.RL.2.2**, 6.RL.3.1, **6.RL.3.2**, 6.RL.4.1)

Students will write a first person point of view account from one of the "suspect's" point of view. (**6.RL.3.2**)

Students will create an advertisement to encourage other students to read a book of their choice from a particular assigned genre. (6.RL.1)

Students will read nonfiction text and newspaper articles about the kidnapping of Charles Lindbergh's baby and analyze and make connections to the book, *Murder on the Orient Express*. (6.RN.1, **6.RN.2.2**, 6.RN.3.3)

Students will develop journal entries from various characters' perspectives to demonstrate understanding of the voice and character development throughout a piece of writing. (6.RL.3.1, **6.RL.3.2**, 6.W.1, **6.W.3.3**, 6.W.6.2)

DEVELOPMENTAL ACTIVITIES

Students will analyze *The Westing Game* or another teacher selected novel and participate in a socratic discussion of the elements of the story. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.SL.2.1, **6.RV.2.1**)

Students will continue to demonstrate recognition and definition of common latin-based stem words and apply these stem meanings to unknown words. (6.RV.1, **6.RV.2.1**, 6.RV.2.2, 6.RV.2.3, 6.RV.2.4)

Students will make journal entries from various characters' point of view to understand the voice. (**6.RL.3.2**)

Students will write a character analysis of multiple characters in the novel, *The Westing Game*, by using the RACE method of writing and giving specific evidence from the text. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.W.1, 6.W.6.2)

Students will keep a written log of major characters in each book that you read and interpret how they relate to the plot of the story. (6.RL.2.3)

Students will write a critique of a book and include your viewpoint and judgment of the setting, characters, and plot. (6.RL.1, 6.RL.2.3, **6.RL.3.2**, **6.RL.4.2**)

Students will read and analyze various nonfiction articles for written responses. Students will utilize the RACE writing method when identifying text evidence to support analysis. (6.RN.1, **6.RN.2.1**, 6.RN.2.3, **6.RN.3.2**, 6.RN.3.3, **6.RN.4.2**, 6.RV.1, 6.W.1, 6.W.6.2)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will compare and contrast different forms and types of literature throughout the quarter. Students will draw on personal life experiences to also compare those works of literature to their own lives. Students will utilize class discussions and different forms of writing to demonstrate their understanding of this concept. (**6.RL.4.2**, **6.RV.2.1**, 6.W.1, 6.W.6.2)

Students will read a nonfiction article about Andrew Carnegie or another entrepreneur/philanthropist and compare his/her characteristics and values with those of Sam

Westing in the novel, *The Westing Game*. (**6.RL.2.2**, 6.RL.2.3, **6.RL.4.2**, 6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, **6.RN.4.1**, 6.RV.1, **6.RV.2.1**, 6.W.5, 6.W.6.2)

CULMINATING ACTIVITIES

Using Google Slides, students will create a presentation convincing their audience that they could change their city using the persona of a character from their favorite book. (6.SL.4.1, 6.SL.4.2)

Students will compare and contrast two mystery novels (*Murder on the Orient Express* and *The Westing Game*) by analyzing how the authors of the two novels introduce, develop, and resolve the problems in each story. (**6.RL.2.2**, 6.RL.2.3, **6.RL.4.2**, **6.W.3.1**)

Students will respond to various questions asking for textual evidence utilizing the RACE response format. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2, **6.W.6.2b**, **6W.4**, 6.W.6.2.a)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will debate the reasons for “mob mentality” which leads to scapegoating and mass hysteria. Students will compare the actions of characters from *Murder on the Orient Express* and *The Westing Game* to the actions of real-life people in “mob mentality” situations, such as an event in history like the Salem witch trials. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**, **6.RL.4.2**, 6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.2, **6.RN.4.1**, 6.RN.4.3, **6.RV.2.1**, 6.RV.3.2, 6.RV.3.3, **6.W.3.1**)

After reading *Murder on the Orient Express*, students will compare and contrast the novel to the movie version. (**6.RL.2.2**, 6.RL.3.1, **6.RL.3.2**, 6.RL.4.1)

EVALUATION

The sixth-grade high-ability student in reading class will participate in oral presentations and group discussions comparing and contrasting the styles of various authors and will be evaluated by the teacher using a predetermined rubric.

The sixth-grade high-ability student in reading class will complete presentations on different genres of literature. Students will be giving recommendations that demonstrate how a writer’s unique approach to a genre of literature impacts/engages readers, which will be evaluated by the teacher and students using checklists and rating scales, product analysis, and professional judgment.

The sixth-grade high-ability student in reading class will be comparing and contrasting the characters, perspective, plot, and theme development in stories such as *Westing Game* and other teacher selected titles and will be evaluated by the teacher using a teacher and student created rubric.

The sixth-grade high-ability student in reading class will utilize the RACE (Restate, Answer, Cite, Explain) writing method to answer constructed response questions to literary works and nonfiction texts. The teacher will use a predetermined rubric to ensure that the students are using the RACE method correctly and are citing correct textual evidence to the constructed response questions.

The sixth-grade high-ability student in reading class will participate in group and class discussions regarding different elements in a class novel. The students will determine different themes, characterization, perspective, plot development, and will debate alternative solutions to problems posed in the text. Students will also analyze characters to determine the “guilty party” from the novel and will defend their arguments by citing evidence from the text. The teacher will evaluate class discussions and debates utilizing checklists, product analysis, and professional judgment.

The sixth-grade high-ability student in reading class will investigate “mob mentality” in fictional works of literature, such as *Murder on the Orient Express* and *The Westing Game*, and compare this mentality to “real-life” situations in history, such as the Salem witch trials. Students will debate the reasons people can be influenced by those around them to embrace certain behaviors on a mostly emotional, rather than rational basis. “Mob mentality” can cause scapegoating and mass hysteria.

The sixth-grade high-ability student in reading class will complete a character analysis of a fictional character and an actual person in history (philanthropist) and will explain how the choices that character/person made has influenced or changed other people’s lives.

SELECTED RESOURCES

TEACHER RESOURCES

Christie, Agatha. *Murder on the Orient Express: A Hercule Poirot Mystery*. Harper, 2011.

Murder on the Orient Express is an engaging young adult mystery novel. It is undoubtedly one of Agatha Christie's greatest mystery novels. Just after midnight, a snowdrift stops the Orient Express in its tracks. The luxurious train is surprisingly full for the time of the year, but by the morning it is one passenger fewer. An American tycoon lies dead in his compartment, stabbed a dozen times, his door locked from the inside. Isolated and with a killer in their midst, detective Hercule Poirot must identify the murderer – in case he or she decides to strike again.

Activities and Booklists for Grades 6-12. Center for Applied Research in Education, 1993.

A resource of 52 ready-to-use activity sheets teachers or librarians can use to mDaniels, Harvey, and Nancy Steineke. Texts and Lessons for Content-Area Reading. Heinemann, 2011.

With Texts and Lessons for Content-Area Reading, Harvey "Smokey" Daniels and Nancy Steineke support content-area and language-arts teachers alike by pairing more than 75 short, kid-tested reproducible nonfiction texts with 33 simple, ready-to-go lessons that deepen comprehension and support effective collaboration.

Daniels, Harvey, and Nancy Steineke. *Texts and Lessons for Teaching Literature: With 65 Fresh Mentor Texts from Dave Eggers and Others*. Heinemann, 2013.

Harvey "Smokey" Daniels and Nancy Steineke share their powerful strategies for engaging students in challenging, meaningful reading of fiction and poetry using some of their favorite short, fresh texts

Fry, Edward B., et al. *The Reading Teacher's Book of Lists*. John Wiley, 2000.

Over 190 up-to-date lists for developing instructional materials and planning lessons.

Morris, Patricia S., and Margaret A. Berry. *Mystery and Suspense-Activities and Booklists for Grades 6-12*. Simon Schuster, 1993

Monitor, evaluate and augment student reading of any mystery or suspense fiction book. Also includes comprehensive, annotated booklists for students' favorite subject areas within the two genres for individualized reading programs or general classroom use.

Raskin, Ellen. *The Westing Game*. Dutton Children's Books, 2003.

This highly inventive mystery involves sixteen people who are invited to the reading of Samuel W. Westing's will. They could become millionaires, depending on how they play the tricky and dangerous Westing game, which involves blizzards, burglaries, and bombings. Ellen Raskin has entangled a remarkable cast of characters in a puzzle-knotted, word-twisting plot filled with humor, intrigue, and suspense.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *The Word Within the Word*. Royal Fireworks Press, 2016.

The Word Within the Word I is a rigorous vocabulary text that contains thirty lessons filled with readings and activities to illustrate the important role of Latin and Greek stems in academic English. The first twenty lessons offer a list of twenty-five stems, along with several example words that contain each stem, and the last ten lessons provide twenty-five words that students will need to be familiar with to navigate through advanced academic endeavors.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *Word Within the Word*. Teacher ed., Royal Fireworks Press, 2016.

The teacher's manual for The Word Within the Word I contains the full text of the student book, plus answers to the questions and exercises, together with extensive implementation strategies and advice. It also contains cumulative quizzes and answer keys for each lesson of the book, as well as review tests after every five lessons.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

STUDENT RESOURCES

Christie, Agatha. *Murder on the Orient Express: A Hercule Poirot Mystery*. Harper, 2011.

Murder on the Orient Express is an engaging young adult mystery novel. It is undoubtedly one of Agatha Christie's greatest mystery novels. Just after midnight, a snowdrift stops the Orient Express in its tracks. The luxurious train is surprisingly full for the time of the year, but by the morning it is one passenger fewer. An American tycoon lies dead in his compartment, stabbed a dozen times, his door locked from the inside. Isolated and with a killer in their midst, detective Hercule Poirot must identify the murderer – in case he or she decides to strike again.

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“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Crawfordsville Community Schools
Skeletal Unit Plan
[7/19/22]
6 READING HA
Unit #2- Estimated Length: 11-13 Weeks

Finding Evidence and Empathy
High-Ability 6th Grade

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The sixth grade high ability student in reading class will analyze and evaluate common elements found in mysteries and share his/her knowledge through group discussions, mystery simulations, and/or Google Presentations.

The sixth grade high ability student in reading class will compare and contrast how an author uses a specific writing style to manipulate emotions of the reader through group discussions, written critiques, and visual presentations.

The sixth grade high ability student in reading class will apply problem solving techniques to understand how they aid in real-life situations and will present his/her research findings.

MAJOR CONCEPTS

Mysteries contain common elements, such as a hook, red herrings, clues, problems and solutions.

An author uses his/her writing style to manipulate the emotions of a reader.

Problem solving techniques aid in real-life situations.

CONTENT OUTLINE

- I. Mysteries have common elements found in them.

- A. The author will begin with a strong hook to get the reader’s attention.
 - B. Red herrings are played throughout the text to help throw the reader off.
 - C. Authors create suspenseful dialogue between the characters to help the reader piece together the narrative.
 - D. Authors will use tone in their writing to help the reader feel a certain mood.
 - E. Readers are introduced to motives/means throughout the text.
- II. A mystery author will present clues/information to help guide a reader to the mystery’s answer.
- A. In the beginning of the story, hints of the motive and means (weapons and murderer’s access to the victim) are introduced, but masked by elaborate details.
 - B. The writer’s perspective helps to guide/influence the reader towards a specific answer to a mystery.
 - C. Some authors will write in a way that can make the reader empathize with the guilty party.
- III. The solution to some mysteries requires problem solving skills.
- A. Gather information from the sources.
 - B. Analyze information for quality and reliability.
 - C. Apply to the situation and test.
- IV. Deductive and inductive reasoning are used by the student to solve problems.
- A. Pieces of evidence or clues guide the student toward the solution of a problem.
 - B. The student makes a judgment concerning the validity of the motives based on the evidence and research.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will brainstorm basic elements of classic mysteries and make a class list. (6.RL.3.1, **6.RL.4.2**, 6.RV.1, 6.SL.2.1)

Students will complete a webquest to gather information about Agatha Christie and her “mysterious” life. (6.RN.1, **6.RN.2.2**, 6.RN.3.3, 6.ML.1, 6.ML.2.1)

Students will read nonfiction text explaining Agatha Christie’s disappearance and will discuss possible reasons for this disappearance. (6.RN.1, **6.RN.2.2**, 6.RN.3.3)

Students will Analyze the nursery rhyme, “Ten Little Indians/Soldier Boys” in groups, and come up with a prediction for what the nursery rhyme is about. (**6.RL.2.1**, 6.RL.3.1, **6.RL.4.2**, 6.RV.3.1)

Students will read multiple nursery rhymes and analyze their interpretations for what they symbolize. Students will present to the class the different nursery rhymes and will vote on whether they agree or disagree with the symbolism/interpretation of the rhyme. (**6.RL.2.1**, 6.RL.3.1, **6.RL.4.2**, 6.RV.3.1, 6.SL.4.1, 6.SL.4.2)

Students will debate as a class whether people should show/have empathy for someone who has committed a heinous crime, such as murder. Students will research specific cases in history

where they feel empathy for the criminal and explain their reasoning. (6.RN.1, **6.RN.2.2**, 6.RN.3.3)

Students will select an Agatha Christie novel and read it (book chart requirement). (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.SL.2.1, **6.RV.2.1**)

Students will:

- Participate in a literature circle group discussion
- Write a diary entry from the point of view of one of their characters in the chosen mystery.
- Make a timeline of the main events that lead to the climax of the chosen Agatha Christie novel.

DEVELOPMENTAL ACTIVITIES

Students will read/listen to an Agatha Christie book as a class, such as *And Then There Were None*. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.SL.2.1, **6.RV.2.1**)

Students will make a list of the characters in the novel and the accusations against those characters. Students will then debate as a class whether the accusations were justified for each character. (**6.RL.2.1**, 6.RL.2.3, 6.SL.1, 6.SL.2.1, 6.SL.2.4, 6.SL.3.2, 6.SL.4.1)

After reading about each murder in the book, *And Then There Were None*, students will make a map to show the locations of where the murders took place on the island. (**6.RL.2.1**)

Students will complete task cards with a partner to review the elements of fiction, using the book, *And Then There Were None*. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, **6.RV.2.1**, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will watch the movie *And Then There Were None* and analyze the similarities between the movie and the book. (**6.RL.2.2**, 6.RL.3.1, **6.RL.3.2**, 6.RL.4.1)

Students will read/listen to a realistic fiction book, such as *Freak the Mighty*. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.SL.2.1, **6.RV.2.1**)

Students will read a nonfiction article about Morquio Syndrome and compare the characteristics with the character, Freak, in the book, *Freak the Mighty*. (6.RN.1, **6.RN.2.2**, 6.RN.3.3)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will apply their knowledge of motive and empathy to the main characters in the book, *Freak the Mighty*. (**6.RL.2.1**, 6.RL.2.3, **6.RL.3.2**)

Students will continue to demonstrate recognition and definitions of common latin-based stem words and apply these stem meanings to unknown words. (6.RV.1, **6.RV.2.1**, 6.RV.2.2, 6.RV.2.3, 6.RV.2.4)

CULMINATING ACTIVITIES

Students will read a play in class involving the court hearing in the book, *And Then There Were None*. Students will then choose a character's side and defend that character in a mock court trial. (**6.RL.2.1**, 6.RL.2.3, 6.SL.1, 6.SL.2.1, 6.SL.2.4, 6.SL.3.2, 6.SL.4.1)

Students will design a Google Slides presentation to explain why they had empathy for three of the accused characters in the book, *And Then There Were None*. (**6.RL.2.1**, 6.RL.2.3, **6.W.3.1**, 6.W.6.2, 6.W.6.2C, 6.SL.1, 6.SL.2.1, 6.SL.2.3, 6.SL.3.2, 6.SL.4.2)

Students will compare and contrast at least one character from the book, *And Then There Were None*, to at least one character from the book, *Freak the Mighty*. Students will explain how their opinion of the characters changed as they read the stories. Students will be able to explain if it is possible for them to show both empathy and anger for these characters. Students will present their findings to the class. (**6.RL.4.2**, **6.W.3.2**, 6.SL.2.2, 6.SL. 2.3, 6.SL.4.1)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will respond to various questions asking for textual evidence utilizing the RACE response format. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, **6.RN.4.1**, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2, 6.W.6.2.a, **6.W.6.2b**, **6W.4**, **6.W.6.1E**)

Students will watch the movie, *The Mighty* and analyze the similarities and differences between the book and the movie. (**6.RL.2.2**, 6.RL.3.1, **6.RL.3.2**, 6.RL.4.1)

EVALUATION

The sixth-grade high-ability student in reading class will participate in group and class discussions regarding different elements in a class novel. The students will determine different themes, characterization, perspective, plot development, and will debate alternative solutions to problems posed in the text. Students will also analyze characters to determine the “guilty party” from the novel and will defend their arguments by citing evidence from the text. The teacher will evaluate class discussions and debates utilizing checklists, product analysis, and professional judgment.

The sixth-grade high-ability student in reading class will investigate “empathy” in fictional works of literature, such as, *And Then There Were None* and *Freak the Mighty* and compare feelings of empathy that might have towards fictional characters.

The sixth-grade high-ability student in reading class will complete a character analysis of a fictional character and an actual person in history with a mystery surrounding them, such as the disappearance of Agatha Christie, and will explain how the choices that character/person made has influenced or changed other people's lives.

The sixth-grade high-ability student in reading class will participate in oral presentations and group discussions comparing and contrasting the styles of various authors and will be evaluated by the teacher using a predetermined rubric.

The sixth-grade high-ability student in reading class will complete presentations on different genres of literature. Students will be giving recommendations that demonstrate how a writer's

unique approach to a genre of literature impacts/engages readers, which will be evaluated by the teacher and students using checklists and rating scales, product analysis, and professional judgment.

The sixth-grade high-ability student in reading class will be comparing and contrasting the characters, perspective, plot, and theme development in stories such as *And Then There Were None* and *Freak the Mighty*, along with other teacher selected titles and will be evaluated by the teacher using a teacher and student created rubric.

The sixth-grade high-ability student in reading will accurately respond to constructed response questions requiring evidence from the text utilizing the RACE method writing format (Restate, Answer, Cite, Explain). This format can be used when responding to literary works and nonfiction texts. The teacher will evaluate the constructed response questions using a predetermined/developed rubric focussing on the RACE writing method. The teacher will use this rubric to analyze the student's response for accuracy of response, utilization of text evidence, and proper response formatting.

SELECTED RESOURCES

TEACHER RESOURCES

Christie, Agatha. *And Then There Were None*. Collins, 2020.

Ten people, each with something to hide and something to fear, are invited to an isolated mansion on Indian Island by a host who, surprisingly, fails to appear. On the island, they are cut off from everything but each other and the inescapable shadows of their own past lives. One by one, the guests share the darkest secrets of their wicked pasts. And one by one, they die... Which among them is the killer and will any of them survive?

Activities and Booklists for Grades 6-12. Center for Applied Research in Education, 1993.

A resource of 52 ready-to-use activity sheets teachers or librarians can use to mDaniels, Harvey, and Nancy Steineke. Texts and Lessons for Content-Area Reading. Heinemann, 2011.

With Texts and Lessons for Content-Area Reading, Harvey "Smokey" Daniels and Nancy Steineke support content-area and language-arts teachers alike by pairing more than 75 short, kid-tested reproducible nonfiction texts with 33 simple, ready-to-go lessons that deepen comprehension and support effective collaboration.

Daniels, Harvey, and Nancy Steineke. *Texts and Lessons for Teaching Literature: With 65 Fresh Mentor Texts from Dave Eggers and Others*. Heinemann, 2013.

Harvey "Smokey" Daniels and Nancy Steineke share their powerful strategies for engaging students in challenging, meaningful reading of fiction and poetry using some of their favorite short, fresh texts.

Fry, Edward B., et al. *The Reading Teacher's Book of Lists*. John Wiley, 2000.

Over 190 up-to-date lists for developing instructional materials and planning lessons.

Morris, Patricia S., and Margaret A. Berry. *Mystery and Suspense-Activities and Book Lists for Grades 6-12*. Simon Schuster, 1993

Monitor, evaluate and augment student reading of any mystery or suspense fiction book. Also includes comprehensive, annotated booklists for students' favorite subject areas within the two genres for individualized reading programs or general classroom use.

Philbrick, Rodman. *Freak the Mighty*. Usborne Publishing Ltd., 2020.

A brilliant, emotionally charged novel about two boys. One is a slow learner, too large for his age, and the other is a tiny, disabled genius. The two pair up to create one formidable human force known as "Freak the Mighty". MAX. FREAK. BEST FRIENDS. FOREVER. I never had a brain until Freak came along. . . That's what Max thought. All his life he'd been called stupid. Dumb. Slow. It didn't help that his body seemed to be growing faster than his mind. It didn't help that people were afraid of him. So Max learned how to be alone. At least until Freak came along. Freak was weird, too. He had a little body, and a really big brain. Together Max and Freak were unstoppable. Together, they were Freak the Mighty.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *The Word Within the Word*. Royal Fireworks Press, 2016.

The Word Within the Word I is a rigorous vocabulary text that contains thirty lessons filled with readings and activities to illustrate the important role of Latin and Greek stems in academic English. The first twenty lessons offer a list of twenty-five stems, along with several example words that contain each stem, and the last ten lessons provide twenty-five words that students will need to be familiar with to navigate through advanced academic endeavors.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *Word Within the Word*. Teacher ed., Royal Fireworks Press, 2016.

The teacher's manual for The Word Within the Word I contains the full text of the student book, plus answers to the questions and exercises, together with extensive implementation strategies and advice. It also contains cumulative quizzes and answer keys for each lesson of the book, as well as review tests after every five lessons.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” Flocabulary, <https://admin.flocabulary.com/subjects/>.

Flocabulary's educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

STUDENT RESOURCES

Christie, Agatha. *And Then There Were None*. Collins, 2020.

“Get the Content You've Been Missing.” *Newsela*, <https://newsela.com/>.

Philbrick, Rodman. *Freak the Mighty*. Usborne Publishing Ltd., 2020.

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Crawfordsville Community Schools
Skeletal Unit Plan
[5/9/22]
6 READING HA
Unit #3- Estimated Length: 9 Weeks

Mystery and Adventure
High-Ability 6th Grade

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The sixth grade high ability student in reading class will analyze and evaluate common elements found in nonfiction and share his/her knowledge through group discussions, simulations, and/or Google Presentations.

The sixth grade high ability student in reading class will compare and contrast how an author uses a specific writing technique to manipulate emotions of the reader through group discussions, written critiques, and visual presentations.

The sixth grade high ability student in reading class will apply problem solving techniques to understand how they aid in real-life situations and will present his/her findings.

MAJOR CONCEPTS

Active readers annotate important information in nonfiction text.

Nonfiction text often includes features to help the reader better grasp the concepts presented.

Authors use tone in text to express their feelings about a topic in writing.

Mysteries contain common elements, such as a hook, red herrings, clues, problems and solutions. Nonfiction texts are developed and utilized to inform, entertain, and persuade readers. Authors often use narrative nonfiction and persuasive nonfiction to relay historical events from a certain perspective of that event.

An author uses his/her writing style to manipulate the emotions of a reader.

Problem solving techniques aid in real-life situations.

CONTENT OUTLINE

- I. Nonfiction or informational texts can be analyzed and utilized to develop many different activities that focus on informing the reader in multiple ways.
 - A. Readers will analyze and determine the central idea and supporting main ideas within a piece of nonfiction/informational text or multimedia.
 - B. Readers will utilize a variety of reading strategies to dissect the information within each piece of nonfiction/informational text or multimedia.
 - C. Authors use different types of text structure to convey their message.
 - D. Authors will include multiple text features to help the reader to understand the nonfiction/informational text they are reading.
- II. Authors often present nonfiction text from different perspectives.
 - A. Readers will analyze similarities and differences between different authors' findings on a subject.
 - B. Readers often have to differentiate between which sources of information are the most credible about a subject.
- III. Mysteries can be both written in fiction and nonfiction.
 - A. The author will often begin with a strong hook to get the reader's attention.
 - B. Authors will use tone in their writing to help the reader feel a certain mood.
 - C. Readers are introduced to motives/means throughout the text.
 - D. Some mysteries can be based on true events.
- IV. The answers to a mystery are sometimes left unanswered.
 - A. Not all mysteries are solved.
 - B. Authors will occasionally lead their readers towards possible solutions.
- IV. Deductive and inductive reasoning are used by the student to solve problems.
 - A. Pieces of evidence or clues guide the student toward the solution of a problem.
 - B. The student makes a judgment concerning the validity of the motives based on the evidence and research.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will brainstorm basic features of nonfiction and make a class list. (6.RN.4.2, 6.RV.1, 6.SL.2.1)

Students will compare different text structures that authors use in nonfiction writing and will discuss the key features of each text structure. (6.RN.2.3, 6.RN.4.3, 6.RV.1)

Students will read, annotate, and analyze nonfiction articles focusing on identifying central ideas and details within the texts. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1)

Students will read **Vanished**, a nonfiction article from *Scope Magazine* and will be able to identify some of the mysterious theories behind Amelia Earhart's disappearance. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, 6.RN.2.3, **6.RN.3.2**, 6.RN.3.3, **6.RN.4.1**, 6.RN.4.3, 6.RV.1, **6.RV.2.1**, 6.RV.3.2, **6.W.3.1**)

Students will select a fantasy or science fiction novel and read/analyze it (book chart requirement). (6.RL.1, **6.RL.2.1**, **6.RL.2.2**, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**, **6.RL.4.2**, 6.SL.2.1, **6.RV.2.1**)

Students will:

- Participate in a literature circle group discussion
- Identify the
- Analyze the plot elements of the story. Those elements consist of the exposition, conflict, rising action, climax, falling action, and resolution of the problem.
- The reader will be able to identify character traits as they analyze different characters throughout each story.
- The reader will identify different types of conflict as they read (character vs. character, character vs. nature, character vs. society).
- The reader will read, analyze, and determine many different themes throughout the stories that have been presented to them. These themes will represent the moral of the story that the author wanted the reader to see and understand.

DEVELOPMENTAL ACTIVITIES

Students will read, annotate, and analyze nonfiction articles and pieces of writing focusing on historical content while identifying central ideas and details within the texts. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1)

Students will read nonfiction texts to compare different accounts of Amelia Earhart's disappearance. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, **6.RN.4.1**, 6.RN.4.2)

Students will read/listen to a nonfiction account as a class, such as *Amelia Lost*. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1, 6.SL.2.1, **6.RV.2.1**)

Students will make a list of the people introduced in the text and the relationship or connection they have with Amelia Earhart. Students will then discuss as a class whether the accounts of each person is reasonable. (**6.RN.2.1**, 6.RN.2.3, 6.SL.1, 6.SL.2.1, 6.SL.2.4, 6.SL.3.2, 6.SL.4.1)

Students will complete task cards with a partner to review the text features, using the book, *Amelia Lost*. (6.RN.1, 6.RN.3.1, **6.RV.2.1**, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will read a nonfiction article about Charles Lindbergh and compare his characteristics with that of Amelia Earhart. (6.RN.1, **6.RN.2.2**, 6.RN.2.3, 6.RN.3.3)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will apply their knowledge of Amelia Earhart's last moments with the information they gained from multiple sources and will determine the most likely scenario of what happened to Amelia Earhart. (6.RN.2.1, 6.RN.2.3, 6.RN.3.2, 6.RN.4.1, 6.RN.4.3)

Students will continue to demonstrate recognition and definitions of common latin-based stem words and apply these stem meanings to unknown words. (6.RV.1, 6.RV.2.1, 6.RV.2.2, 6.RV.2.3, 6.RV.2.4)

CULMINATING ACTIVITIES

After reading about Amelia Earhart's journey around the world in the book, *Amelia Lost*, students will make a map to show the locations of Amelia's stops along the way and analyze what happened to Amelia Earhart when she disappeared. (6.RN.2.1, 6.RN.3.1, 6.RN.4.1, 6.RN.4.2)

Students will complete a webquest about the disappearance of Amelia Earhart and will log pertinent information from multiple sources to determine which sources are more than other sources. (6.RN.2.1, 6.RN.2.2, 6.RN.2.3, 6.RN.4.1, 6.RN.4.2, 6.RN.4.3, 6.RV.1, 6.RV.2.1, 6.RV.2.2, 6.RV.3.2, 6.W.3.1, 6.W.3.2, 6.ML.1, 6.ML.2.1)

Students will watch the documentary, *Expedition Amelia*, and analyze the similarities between the information presented in the documentary and the narrative nonfiction book, *Amelia Lost*. (6.RN.2.2, 6.RN.3.1, 6.RN.3.2, 6.RN.4.1)

Students will watch the movie, *Amelia*, and analyze the similarities between the movie and the book. (6.RL.4.1, 6.RL.4.2, 6.RN.2.2, 6.RN.3.1, 6.RN.3.2, 6.RN.4.1)

Students will design a Google Slides presentation to explain why Amelia Earhart was considered to be a role-model for young women and will detail the different ways she influenced young women to be more adventurous. (6.RN.2.1, 6.RN.2.3, 6.RN.3.3, 6.RN.4.1, 6.RN.4.2, 6.RN.4.3, 6.W.1, 6.W.3.2, 6.W.6.2, 6.SL.1)

Students will debate whether or not Amelia Earhart should be known as a great aviator/hero. Students will explain how their opinion of Amelia Earhart changed as they read the book, *Amelia Lost*, and other nonfiction articles about the famous pilot. Students will explain why one might consider Amelia Earhart famous or infamous for her piloting skills. Students will present their findings to the class. (6.RN.2.1, 6.RN.2.3, 6.RN.3.3, 6.RN.4.1, 6.RN.4.2, 6.RN.4.3, 6.W.1, 6.W.3.2, 6.W.6.2, 6.SL.1)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (6.RL.1, 6.RL.2.1, 6.RL.2.3, 6.RL.3.1, 6.RN.1, 6.RN.2.1, 6.RN.2.3, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will respond to various questions asking for textual evidence utilizing the RACE response format. (6.RL.1, 6.RL.2.1, 6.RL.2.3, 6.RL.3.1, 6.RN.1, 6.RN.2.1, 6.RN.2.3, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2, 6.W.6.2b, 6.W.4, 6.W.6.2.a)

Students will read a play in class called *The Mousetrap* by Agatha Christie. As the students read, they will use deductive reasoning to predict who the killer is in the play. Students will then defend their reasoning with evidence from the text. (6.RL.2.1, 6.RL.2.3, 6.SL.1, 6.SL.2.1, 6.SL.2.4, 6.SL.3.2, 6.SL.4.1)

EVALUATION

The sixth-grade high-ability student in reading class will participate in group and class discussions regarding different elements in the nonfiction publication. The students will determine different text structures and text features used by nonfiction authors. Students will also analyze characters/people in the text. The teacher will evaluate class discussions and debates utilizing checklists, product analysis, and professional judgment.

The sixth-grade high-ability student in reading class will investigate the “mystery” in the disappearance of Amelia Earhart by reading a variety of nonfiction texts, including, *Amelia Lost*, and will determine the most plausible cause of Amelia’s disappearance.

The sixth-grade high-ability student in reading class will participate in oral presentations and group discussions comparing and contrasting the styles of various authors and will be evaluated by the teacher using a predetermined rubric.

The sixth-grade high-ability student in reading class will complete presentations on different genres of literature. Students will be giving recommendations that demonstrate how a writer’s unique approach to a genre of literature impacts/engages readers, which will be evaluated by the teacher and students using checklists and rating scales, product analysis, and professional judgment.

The sixth-grade high-ability student in reading will accurately respond to constructed response questions requiring evidence from the text utilizing the RACE method writing format (Restate, Answer, Cite, Explain). This format can be used when responding to literary works and nonfiction texts. The teacher will evaluate the constructed response questions using a predetermined/developed rubric focussing on the RACE writing method. The teacher will use this rubric to analyze the student's response for accuracy of response, utilization of text evidence, and proper response formatting.

SELECTED RESOURCES

TEACHER RESOURCES

Carro, Mackenzie. “Vanished.” *Scope Magazine*, 2019, pp. 5–9.

The article explores Amelia Earhart's mysterious disappearance and the possible theories about what may have happened to her.

Christie, Agatha. *The Mousetrap and Other Plays*. William Morrow, 2012.

The scene is set when a group of people gathered in a country house cut off by the snow discover, to their horror, that there is a murderer in their midst. Who can it be? One by one the suspicious characters reveal their sordid pasts until at the last, nerve-shredding moment the identity and the motive are finally revealed.

Fleming, Candace, and Jessica Hische. *Amelia Lost: The Life and Disappearance of Amelia Earhart*. Yearling, an Imprint of Random House Children's Books, 2019.

In alternating chapters, Fleming deftly moves readers back and forth between Amelia's life (from childhood up until her last flight) and the exhaustive search for her and her missing plane. With incredible photos, maps, and handwritten notes from Amelia herself—plus informative sidebars tackling everything from the history of flight to what Amelia liked to eat while flying (tomato soup)—this unique nonfiction title is tailor-made for middle graders.

Activities and Booklists for Grades 6-12. Center for Applied Research in Education, 1993.

A resource of 52 ready-to-use activity sheets teachers or librarians can use to mDaniels, Harvey, and Nancy Steineke. Texts and Lessons for Content-Area Reading. Heinemann, 2011.

With Texts and Lessons for Content-Area Reading, Harvey "Smokey" Daniels and Nancy Steineke support content-area and language-arts teachers alike by pairing more than 75 short, kid-tested reproducible nonfiction texts with 33 simple, ready-to-go lessons that deepen comprehension and support effective collaboration.

Daniels, Harvey, and Nancy Steineke. *Texts and Lessons for Teaching Literature: With 65 Fresh Mentor Texts from Dave Eggers and Others*. Heinemann, 2013.

Harvey "Smokey" Daniels and Nancy Steineke share their powerful strategies for engaging students in challenging, meaningful reading of fiction and poetry using some of their favorite short, fresh texts.

Fry, Edward B., et al. *The Reading Teacher's Book of Lists*. John Wiley, 2000.

Over 190 up-to-date lists for developing instructional materials and planning lessons.

Morris, Patricia S., and Margaret A. Berry. *Mystery and Suspense-Activities and Booklists for Grades 6-12*. Simon Schuster, 1993

Monitor, evaluate and augment student reading of any mystery or suspense fiction book. Also includes comprehensive, annotated booklists for students' favorite subject areas within the two genres for individualized reading programs or general classroom use.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *The Word Within the Word*. Royal Fireworks Press, 2016.

The Word Within the Word I is a rigorous vocabulary text that contains thirty lessons filled with readings and activities to illustrate the important role of Latin and Greek stems in academic English. The first twenty lessons offer a list of twenty-five stems, along with several example words that contain each stem, and the last ten lessons provide twenty-five words that students will need to be familiar with to navigate through advanced academic endeavors.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *Word Within the Word*. Teacher ed., Royal Fireworks Press, 2016.

The teacher's manual for The Word Within the Word I contains the full text of the student book, plus answers to the questions and exercises, together with extensive implementation strategies and advice. It also contains cumulative quizzes and answer keys for each lesson of the book, as well as review tests after every five lessons.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” Flocabulary, <https://admin.flocabulary.com/subjects/>.

Flocabulary's educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

Crawfordsville Community Schools
Skeletal Unit Plan
[7/19/22]
6 READING HA
Unit #4- Estimated Length: 9 Weeks

Searching for Legends
High-Ability 6th Grade

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

DIFFERENTIATED LEARNER OBJECTIVES

The sixth-grade high-ability student in reading will collect and evaluate evidence that supports opinions through lists, discussions, and/or a comparison paper.

The sixth-grade high ability student in reading class will analyze and evaluate common elements found in different genres of fiction and share his/her knowledge through group discussions, simulations, and/or Google Presentations.

The sixth-grade high-ability student in reading will analyze, define, and assess how people weigh evidence to make decisions through problem-solving situations and visual products.

The sixth-grade high ability student in reading class will compare and contrast how an author uses a specific writing technique to manipulate emotions of the reader through group discussions, written critiques, and visual presentations.

The sixth-grade high ability student in reading class will apply problem solving techniques to understand how they aid in real-life situations and will present his/her findings.

MAJOR CONCEPTS

Heroes come in all shapes and sizes.

Active readers annotate important information in both fiction and nonfiction texts.

Legends are usually based on history or historical events, but details are often altered or exaggerated.

Authors use tone in text to express their feelings about a topic in writing.

Authors often use figurative language to help the reader with imagery in a story.

An author uses his/her writing style to manipulate the emotions of a reader.

CONTENT OUTLINE

- I. Legends usually contain action, suspense, and conflict.
 - A. Legends are often based on stories from the past that have been adapted over time to stay relevant.
 - B. Sometimes it is hard to determine whether a legend is fiction or nonfiction.
 - C. Legends are often embellished so much that they can become a mystery, which makes them intriguing.
- II. Nonfiction or informational texts can be analyzed and utilized to develop many different activities that focus on informing the reader in multiple ways.
 - A. Readers will analyze and determine the central idea and supporting main ideas within a piece of nonfiction/informational text or multimedia.
 - B. Readers will utilize a variety of reading strategies to dissect the information within each piece of nonfiction/informational text or multimedia.
 - C. Authors use different types of text structure to convey their message.
 - D. Authors will include multiple text features to help the reader to understand the nonfiction/informational text they are reading.
 - E. Readers can use multiple nonfiction sources to determine the most accurate information.
- III. Bias can be found in both fiction and nonfiction texts.
 - A. Biases can be both conscious and unconscious.
 - B. Age, beauty, cultural, racial, gender, and education are some of the biases that a reader might find in both fiction and nonfiction texts.
 - C. An author's tone can help a reader to determine if a bias exists in the text.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

INTRODUCTORY ACTIVITIES

Students will compare different text structures that authors use in nonfiction writing and will discuss the key features of each text structure. (6.RN.2.3, 6.RN.4.3, 6.RV.1)

Students will read, annotate, and analyze nonfiction articles focusing on identifying central ideas and details within the texts. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1)

Students will read multiple nonfiction texts on the website, *NEWSELA*, pertaining to the book, *Maniac Magee*. These nonfiction texts might include: Excitement at the Little League World Series, Jackie Robinson, Willie Mays, homelessness, Valley Forge, and the Tuskegee Airmen. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, 6.RN.2.3, **6.RN.3.2**, 6.RN.3.3, **6.RN.4.1**, 6.RN.4.3, 6.RV.1, **6.RV.2.1**, 6.RV.3.2, **6.W.3.1**)

Students will select a fictional novel or nonfiction book and read/analyze it (book chart requirement). (6.RL.1, **6.RL.2.1**, **6.RL.2.2**, 6.RL.2.3, 6.RL.3.1, **6.RL.3.2**, **6.RL.4.2**, 6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, **6.RN.4.1**, 6.SL.2.1, **6.RV.2.1**)

Students will:

- Participate in a literature circle group discussion
- Analyze the plot elements of the story. Those elements consist of the exposition, conflict, rising action, climax, falling action, and resolution of the problem.
- The reader will be able to identify character traits as they analyze different characters throughout each story.
- The reader will identify different types of conflict as they read (character vs. character, character vs. nature, character vs. society).
- The reader will read, analyze, and determine many different themes throughout the stories that have been presented to them. These themes will represent the moral of the story that the author wanted the reader to see and understand.
- Analyze and draw inferences from text evidence.
- State the central idea and supporting details of the nonfiction text.

Students will brainstorm basic features of legends and make a class list. (**6.RN.4.2**, 6.RV.1, 6.SL.2.1)

DEVELOPMENTAL ACTIVITIES

Students will identify and give textual evidence for the different types of conflict with the historical fiction text, *Maniac Magee*. (**6.RL.1**, 6.RL.2.3, 6.RL.2.4)

Students will read, annotate, and analyze nonfiction articles and pieces of writing focusing on historical content while identifying central ideas and details within the texts. (6.RN.1, **6.RN.2.1**, **6.RN.2.2**, **6.RN.2.3**, 6.RN.3.1)

Students will read/listen to a historical fictional novel as a class, such as *Maniac Magee*. (6.RL.1, **6.RL.2.1**, **6.RL.2.2**, 6.RL.2.3, 6.RL.3.1, 6.SL.2.1, **6.RV.2.1**)

Students will make a character map to exhibit what they think makes something or someone a legend. (6.RL.2.3, **6.RL.4.2**, 6.SL.2.1, 6.SL.2.2, 6.SL.3.1)

Students will complete task cards with a partner to review fictional elements, using the book, *Maniac Magee*. (6.RL.1, 6.RL.3.1, **6.RV.2.1**, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will identify and analyze elements of figurative language as they are utilized in various sources of writing. (6.RL.1, 6.RV.3.1, 6.RV.3.2, 6.RV.3.3)

Students will illustrate a cartoon strip of one of Maniac Magee's amazing feats. (**6.RL.2.1**, 6.RL.2.3, **6.RL.4.2**)

Students will use the example of Maniac writing Grayson's story about striking out Willie Mays in the book, *Maniac Magee*. Students will interview someone from an older generation and write one of their stories that holds a deep memory for that person. Students will give specific details, emotions, and creativity to tell the story. (6.RL.1, **6.RL.2.2**, 6.RL.4.2, **6.RL.4.2**, 6.RN.4.2, 6.RN.4.3, **6.W.3.3**, 6.W.4, 6.W.6.2, 6.SL.1, 6.SL.3.1,

Students will continue to demonstrate recognition and definitions of common latin-based stem words and apply these stem meanings to unknown words. (6.RV.1, **6.RV.2.1**, 6.RV.2.2, 6.RV.2.3, 6.RV.2.4, 6.RV.2.5)

CULMINATING ACTIVITIES

After reading about Maniac's journey in the book, *Maniac Magee*, students will make a map to show the locations of Maniac's stops along the way, the division of Two Mills at Hector Street, and analyze what happened to him during the "lost year." (**6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RL.4.2)

Students will read a variety of legends or tall tales. Afterwards, they will write their own version of a tall tale or legend, being sure to include an exaggerated event in history and a larger than life character. (6.RL.1, **6.RL.2.1**, **6.RL.2.2**, 6.RL.2.3, **6.RV.2.1**, 6.W.1, **6.W.3.3**, 6.W.4, 6.W.6.2, 6.SL.3.1)

Students will design a Google Slides presentation to explain different types of bias that are illustrated in the book, *Maniac Magee*. (6.RL.3.1, **6.RL.3.2**, 6.W.1, **6.W.3.2**, 6.W.6.2, 6.SL.1)

Students will work in groups to devise a plan for how bias could be prevented/overcome in the book, *Maniac Magee*. Students will make a flow chart showing ways to prevent/fix bias in the fictional town of Two Mills. (**6.RL.2.2**, 6.RL.3.1, **6.RL.4.2**)

Students will demonstrate comprehension of class reading materials through various forms of constructed-response and multiple-choice assessments. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2)

Students will respond to various questions asking for textual evidence utilizing the RACE response format. (6.RL.1, **6.RL.2.1**, 6.RL.2.3, 6.RL.3.1, 6.RN.1, **6.RN.2.1**, **6.RN.2.3**, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 6.RV.1, 6.W.1, 6.W.6.2, **6.W.6.2b**, 6.W.6.2.a, **6.W.4**)

EVALUATION

The sixth-grade high-ability student in reading class will read a variety of nonfiction texts and will compare the information from the texts with that of a fictional novel. The teacher will

evaluate the connections the students make by utilizing rubrics, checklists, and professional judgment.

The sixth grade high-ability student in reading will write fictional and information texts by planning, drafting, revising, and editing their information.

The sixth-grade high-ability student in reading class will participate in group and class discussions regarding different elements in historical fiction novels. Students will also analyze characterization of people in the texts. The teacher will evaluate class discussions and debates utilizing checklists, product analysis, and professional judgment.

The sixth-grade high-ability student in reading class will participate in oral presentations and group discussions comparing and contrasting the styles of various authors and will be evaluated by the teacher using a predetermined rubric.

The sixth-grade high-ability student in reading class will complete presentations on different genres of literature. Students will be giving recommendations that demonstrate how a writer's unique approach to a genre of literature impacts/engages readers, which will be evaluated by the teacher and students using checklists and rating scales, product analysis, and professional judgment.

The sixth-grade high-ability student in reading will accurately respond to constructed response questions requiring evidence from the text utilizing the RACE method writing format (Restate, Answer, Cite, Explain). This format can be used when responding to literary works and nonfiction texts. The teacher will evaluate the constructed response questions using a predetermined/developed rubric focussing on the RACE writing method. The teacher will use this rubric to analyze the student's response for accuracy of response, utilization of text evidence, and proper response formatting.

SELECTED RESOURCES

TEACHER RESOURCES

Activities and Booklists for Grades 6-12. Center for Applied Research in Education, 1993.

A resource of 52 ready-to-use activity sheets teachers or librarians can use to mDaniels, Harvey, and Nancy Steineke. Texts and Lessons for Content-Area Reading. Heinemann, 2011.

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Daniels, Harvey, and Nancy Steineke. *Texts and Lessons for Teaching Literature: With 65 Fresh Mentor Texts from Dave Eggers and Others.* Heinemann, 2013.

Harvey "Smokey" Daniels and Nancy Steineke share their powerful strategies for engaging students in challenging, meaningful reading of fiction and poetry using some of their favorite short, fresh texts.

Fry, Edward B., et al. *The Reading Teacher's Book of Lists*. John Wiley, 2000.

Over 190 up-to-date lists for developing instructional materials and planning lessons.

Morris, Patricia S., and Margaret A. Berry. *Mystery and Suspense-Activities and Booklists for Grades 6-12*. Simon Schuster, 1993

Monitor, evaluate and augment student reading of any mystery or suspense fiction book. Also includes comprehensive, annotated booklists for students' favorite subject areas within the two genres for individualized reading programs or general classroom use.

Spinelli, Jerry, and Katherine Applegate. *Maniac Magee: A Novel*. Little, Brown and Company, 2015.

Jeffrey Lionel "Maniac" Magee might have lived a normal life if a freak accident hadn't made him an orphan. After living with his unhappy and uptight aunt and uncle for eight years, he decides to run--and not just run away, but run. This is where the myth of Maniac Magee begins, as he changes the lives of a racially divided small town with his amazing and legendary feats.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *The Word Within the Word*. Royal Fireworks Press, 2016.

The Word Within the Word I is a rigorous vocabulary text that contains thirty lessons filled with readings and activities to illustrate the important role of Latin and Greek stems in academic English. The first twenty lessons offer a list of twenty-five stems, along with several example words that contain each stem, and the last ten lessons provide twenty-five words that students will need to be familiar with to navigate through advanced academic endeavors.

Thompson, Michael Clay, and Thomas Milton Kemnitz. *Word Within the Word*. Teacher ed., Royal Fireworks Press, 2016.

The teacher's manual for The Word Within the Word I contains the full text of the student book, plus answers to the questions and exercises, together with extensive implementation strategies and advice. It also contains cumulative quizzes and answer keys for each lesson of the book, as well as review tests after every five lessons.

“Get the Content You've Been Missing.” Newsela, <https://newsela.com/>.

Newsela Social Studies. Learn More. Making great content great for classrooms. We align all content to ELA, social studies, or science state standards, and it's flexible enough to support your district's unique curriculum. Teach to standards. Engage every learner. Access content at five reading levels. - Utilized in various assignments to incorporate science and social studies concepts into our ELA curriculum.

“Educational Hip-Hop Songs & Videos for All Subjects, K-12.” *Flocabulary*, <https://admin.flocabulary.com/subjects/>.

Flocabulary's educational hip-hop videos and research-based curricular tools increase academic performance through an emphasis on vocabulary and literacy across the curriculum.

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Spinelli, Jerry, and Katherine Applegate. *Maniac Magee: A Novel*. Little, Brown and Company, 2015.

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