

## Copy of ELA Grade 6 Module 1

Subject	Grade	Module	Suggested Timeline
English Language Arts	6	1	6-8 weeks

### Grade Level Summary

In sixth grade, students read grade-appropriate, complex literature and informational text and cite textual evidence to support analyses. They examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Students share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students learn how writers try to influence readers while discovering how they can do the same in their own prose. They know how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

### Grade Level Modules

- Module 1: How Point of View Influences Perceptions
- Module 2: How Words Have the Power to Shape Our World
- Module 3: The Way Individuals Change Over Time
- Module 4: How Perceptions of Others Shape Our Choices
- Module 5: Determining What is Trustworthy

### Module Title

Module 1: How Point of View Influences Perception

### Module Overview

In this module, reading, writing, speaking and listening are constructed around the big idea of point of view while students consider how point of view influences perspective. Students read from and write to informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to analyze how point of view influences a reader's perception. The goal is for students to apply a broad range of reading, writing, speaking, and listening skills to determine and analyze main idea, cite evidence that strongly supports an analysis of text, determine an author's point of view and purpose in text, analyze the influence and use of words and phrases in text, and compare and contrast narrators' points of view.

### Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Provide a summary of the text distinct from personal opinions or judgements
- Organize ideas to comparison to contrast and use appropriate transitions to clarify the relationships among ideas and concepts
- Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text
- Determine an author's point of view
- Use clear reasons and relevant evidence to support claims

### Focus Standards Addressed in this Module

#### CC.1.2.6.A

Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### CC.1.4.6.D

Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

#### CC.1.4.6.I

Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

#### CC.1.4.6.K

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice • Establish and maintain a formal style.

## Important Standards Addressed in this Module

### CC.1.2.6.B

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

### CC.1.2.6.D

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

### CC.1.3.6.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

### CC.1.3.6.H

Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

## Misconceptions

The term "cite" implies that a specific citation format (i.e. APA, MLA, etc.) should be utilized.

The term "academic vocabulary" applies to content specific vocabulary.

The term "point of view" always refers to 1st person, 2nd person, or 3rd person point of view.

The narrator's point of view and the author's point of view are synonymous.

## Proper Conceptions

The term "cite" implies that the student should cite evidence from a text, giving informal credit to the source (i.e. "The author states...").

The term "academic vocabulary" refers to vocabulary that is generalizable and of high utility across content areas.

The term "point of view" refers to a person's worldview and how that worldview shapes his or her writing/thinking.

Students should understand that the narrator's point of view may or may not be that of the author.

## Concepts

- Main Idea
- Text Analysis
- Organization for Writing
- Writing Style

## Competencies

- Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Cite textual evidence to support analysis of what

## Vocabulary

Determine  
Evaluate  
Evidence  
Strategy  
Transition

the text says explicitly as well as inferences and/or generalizations drawn from the text.

- **Informational:** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. **Opinion:** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. **Narrative:** Organize an event sequence 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; provide a conclusion that follows from the narrated experiences and events.
- Write with an awareness of the stylistic aspects of composition.

**Format**

**Credible**

**Phrases**

**Awareness**

**Specific**

**Logical**

**Accentuate**

**Adequate**

## Assessment(s)

The assessments below include both formative and summative assessment. The novels and literature used in this module include *Bud, Not Buddy*, *Tuck Everlasting*, *Red Kayak*, *Sammy Keyes* and *the Hotel Thief*, as well as poetry, non-fiction texts and articles on various different genres. These summative assessments allow students to analyze vocabulary, comprehension of the text, figurative language, theme, central idea, author's point of view, and text evidence and analysis of literature. Assessment questions include

inferencing, compare and contrast, cause/effect, vocabulary acquisition, and open ended response questions. The text dependent focuses on students deeper understanding of the text as they analyze the topic. It also evaluates their understanding of the relationships amongst texts, the use of evidence to support reasons and claims, and awareness of composition. For example, during the unit on *Tuck Everlasting*, students will be required to write about -How the main character made a difference in the world, based on her actions and decisions throughout the novel.

### Suggested Strategies to Support Design of Coherent Instruction

#### Reading Informational Text

After reading *The Man Who Made Time Travel*, have students respond to the following question(s): How is the perspective of the narrator different from the other characters in the text? How would the text change if the narrator were from a different time, a different age, a different race, or gender?

#### Reading Literature

After reading *Bud Not Buddy* and *Tuck Everlasting*, students will discuss and identify point of view within these texts. Students will refer to point of view chart and reference key words that lead them to which point of view is prevalent in the text.

#### Reading Poetry

Read “O Captain! My Captain!” by Walt Whitman. Ask students how the author must feel about the subject of the poem (Abraham Lincoln). Discuss how the poem might change if it were written by someone who opposed Lincoln’s policies. Could the author have recommended mutiny? Revisit the poem at the end of the unit to see if students’ thoughts and ideas have changed.

Argument (40%), Informational (40%), and Narrative Writing (20%)

Reflecting on their experiences reading novels and informational text in this unit, as well as literature read all year, have students write an argumentative, narrative, or informational piece in order to answer the essential question. Students should edit their writing for style, grammar, and conventions studied over the course of the year with an understanding of their intended audience and purpose.

#### Vocabulary

Integrate academic vocabulary as the everyday discourse of the classroom, making a point to use these robust, high utility words in speech and writing and encouraging students to do so as well.

#### Language Mechanics

Language usage and mechanics will be progressively incorporated throughout the module. Remember—once skills are taught in a mini-lesson, students are expected to edit their work, paying attention to these elements before publication.

### Differentiation

To support students with IEP's texts will be replaced and/or adapted to meet the appropriate lexile level.

**Interdisciplinary Connections**

**Additional Resources**

**Created By**

**Sixth Grade Teachers**

## Copy of ELA Grade 6 Module 2

Subject	Grade	Module	Suggested Timeline
English Language Arts	6	2	6-8 weeks

### Grade Level Summary

In sixth grade, students read grade-appropriate, complex literature and informational text and cite textual evidence to support analyses. They examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Students share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students learn how writers try to influence readers while discovering how they can do the same in their own prose. They know how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

### Grade Level Modules

- Module 1: How Point of View Influences Perceptions
- Module 2: How Words Have the Power to Shape Our World
- Module 3: The Way Individuals Change Over Time
- Module 4: How Perceptions of Others Shape Our Choices
- Module 5: Determining What is Trustworthy

### Module Title

Module 2: How Words Have the Power to Shape Our World

### Module Overview

In this module, reading, writing, speaking, and listening are constructed around

the big idea of the power of word choice and how words have the power to shape our world. It will delve further into author's purpose and point of view, with respect to the style and vocabulary an author chooses. Students read a variety of informational text and literature, focusing on details. In addition, students use their knowledge of author's purpose to speak and write consistently toward an intended audience, using domain-specific vocabulary, and paying close attention to the organization of ideas. Key outcomes include identifying intended audience through examining an author's word and structure choice, organization of ideas in a clear and concise manner, and utilization of language, style, and voice consistent with the intended audience.

### Module Objectives

1. Determine the author's purpose and point of view and how it is conveyed in a text through word choice
2. Identify intended audience and use precise language, style, and voice consistently in writing and speaking, as it pertains to intended audience
3. Use domain-specific vocabulary when transitioning
4. Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension

### Focus Standards Addressed in this Module

#### CC.1.4.6.B

Identify and introduce the topic for the intended audience.

#### CC.1.4.6.D

Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

#### CC.1.4.6.E

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style

#### CC.1.4.6.K

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice • Establish and maintain a formal style.

### Important Standards Addressed in this Module



**CC.1.2.6.D**

Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**CC.1.2.6.J**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CC.1.3.6.D**

Determine an author’s purpose in a text and explain how it is conveyed in a text.

**CC.1.4.6.F**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Misconceptions**

The term "point of view" always refers to 1st person, 2nd person, or 3rd person point of view.

The narrator's point of view and the author's point of view are synonymous.

“Voice” cannot be taught to writers; they either write with it or they don’t.

**Proper Conceptions**

The term "point of view" refers to a person’s worldview and how that worldview shapes his or her writing/thinking.

Students should understand that the narrator's point of view may or may not be that of the author.

Voice is a culminating outcome of the many choices a writer makes including word choice, order of words, sentence style and length.

**Concepts**

- Focus for Writing
- Writing Style

**Competencies**

- Informational: Identify and introduce the topic for the intended audience.  
Opinion: Introduce and state an opinion on a topic.  
Narrative: Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- Write with an awareness of the stylistic aspects of composition.

**Vocabulary**

- Purpose
- Intended
- Acquire
- Convey
- Aspect
- Consistent

**Expression**

**Stylistic**

**Assessment(s)**

**Suggested Strategies to Support Design of Coherent Instruction**

### **Reading Informational Text**

After reading an article "Wolves" students will analyze the authors choice of vocabulary to develop an awareness of the author's perspective of the topic. Why did the writer choose these specific words? What outcome was the author seeking?

### **Reading Literature**

After reading texts such as: *Bud Not Buddy*, *Tuck Everlasting*, and *Red Kayak*, discuss how the author uses style and specific vocabulary to shape the reader's experience. These texts are chosen because of their interesting use of vocabulary and the ways in which the author's purpose is achieved through specific word choice.

### **Reading Poetry**

While reading th poem "If," by Rudyard Kipling students could focus on the verbs used in reference to the subject of the poem. How does the author's choice of verbs effect the way the reader pictures the train? Discuss the intentional choices that authors make in order to guide the thoughts of the reader.

**Argument (40%), Informational (40%), and Narrative Writing (20%)**

Reflecting on their experiences reading novels and informational text in this unit, as well as literature read all year, have students write an argumentative, narrative, or informational piece in order to answer the essential question. Students should edit their writing for style, grammar, and conventions studied over the course of the year with an understanding of their intended audience and purpose.

### **Film and Reading**

After reading text selections in the "Wolves" module, view select clips that are contextually related to the text. Compare the scenes presented on video to their written counterparts from the module texts. Analyze the text to which the message portrayed in similar to that of the text. Make connections between contextually related elements presented in a video and the text. Write responses to questions that address these comparisons and connections prior

to class discussion.

### **Vocabulary**

Integrate academic vocabulary as the everyday discourse of the classroom, making a point to use these robust, high utility words in speech and writing and encouraging students to do so as well.

### **Language Mechanics**

Language usage and mechanics will be progressively incorporated throughout the module. Remember—once skills are taught in a mini-lesson, students are expected to edit their work, paying attention to these elements before publication.

### **Differentiation**

To support students with IEP's texts will be replaced and/or adapted to meet the appropriate lexitle level.

### **Interdisciplinary Connections**

### **Additional Resources**

### **Created By**

**Sixth Grade Teachers**

## Copy of ELA Grade 6 Module 3

Subject	Grade	Module	Suggested Timeline
English Language Arts	6	3	6-8 weeks

### Grade Level Summary

In sixth grade, students read grade-appropriate, complex literature and informational text and cite textual evidence to support analyses. They examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Students share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students learn how writers try to influence readers while discovering how they can do the same in their own prose. They know how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

### Grade Level Modules

- Module 1: How Point of View Influences Perceptions
- Module 2: How Words Have the Power to Shape Our World
- Module 3: The Way Individuals Change Over Time
- Module 4: How Perceptions of Others Shape Our Choices
- Module 5: Determining What is Trustworthy

### Module Title

Module 3: The Way Individuals Change Over Time

### Module Overview

In this module, reading, writing, speaking, and listening are constructed around

the big idea of structure and sequencing while students grapple with the way individuals change over time. Through informational text and literature, students compare and contrast texts, examining not only how different texts and media are similar and different, but also how main characters in these texts have fundamental similarities and differences. Students engage in class discussions involving selected texts to analyze how different authors show the idea of change in key individuals throughout a text or media format. Students also employ a variety of reading and writing skills to determine how the organization of ideas can shape change in a piece of writing. Key outcomes include the ability to compare and contrast the key players in two different works, compare and contrast the experience of reading and listening and/or viewing a different version of the same work, and produce a work (i.e., writing, speech, multimedia presentation) derived from an original, all the while keeping in mind that a work or a key player may change, but certain elements must remain the same.

#### Module Objectives

At the end of this module, students will be able to independently use their learning to:

- 1.Examine how two authors present similar information in different types of text and compare and contrast the way these authors approach the subject through use of literary elements
- 2.Compare and contrast the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version of the text
- 3.Use narrative techniques to organize an event sequence that unfolds naturally and logically, using appropriate transitions
- 4.Interpret information presented in diverse media and formats and explain how the formats contribute to a topic, text, or issue

#### Focus Standards Addressed in this Module

##### CC.1.4.6.D

Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

##### CC.1.4.6.P

Organize an event sequence 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; provide a conclusion that follows from the narrated experiences and events.

##### CC.1.4.6.Q

Write with an awareness of the stylistic aspects of writing. • Vary sentence patterns for meaning,

reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice.

### Important Standards Addressed in this Module

#### CC.1.2.6.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

#### CC.1.2.6.G

Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### CC.1.2.6.I

Examine how two authors present similar information in different types of text.

#### CC.1.3.6.G

Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.

#### CC.1.3.6.H

Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

#### CC.1.3.6.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

#### CC.1.5.6.C

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.

### Misconceptions

Transition words/phrases always appear at the beginning of a sentence.

Writers use just one organizational structure in a text.

### Proper Conceptions

Transition words/phrases can appear at any point of the sentence.

Writers may use a variety of organizational structures within a text.

### Concepts

- Organization for Writing
- Writing Style

### Competencies

- Informational: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the

### Vocabulary

**Complexity**

**Voice**

**Formal**

relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. Narrative: Organize an event sequence 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; provide a conclusion that follows from the narrated experiences and events.

- Write with an awareness of the stylistic aspects of composition.

Genre  
Integrate  
Relevant  
Sensory  
Convey  
Diverse

#### Assessment(s)

##### LDC Task

**Task 4: [How do individuals change over time?] After reading Red Kayak, write an essay that compares the main character's idea of what is right and wrong from the beginning of the story to the end. Be sure to support your position with evidence from the text. (Argumentation/Comparison)**

#### Suggested Strategies to Support Design of Coherent Instruction

##### Reading Informational Text

**"You Can't See It, But You'll Be A Different Person In 10 Years" by Nell GREENFIELDBOYCE**

January 03, 2013 6:08

PM <http://www.npr.org/blogs/health/2013/01/03/168567019/you-cant-see-it-but-youll-be-a-different-person-in-10-years>

After reading the text above, have students respond to question(s) such as these, and cite text to support their answer: Why might people not believe that they are continuing to change? Why might your parents or teachers be less aware that they are changing? Why does Nicholas Epley describe his findings as ironic? How could this study be used by an author in the creation of a character? Why does the author refer to his findings as “The End of History Illusion”?

##### Reading Literature

After reading texts such as: *The Lightning Thief*, *Tuck Everlasting*, *Esperanza Rising* and *Peter Pan* work with students to focus on the way in which

characters change over time and how the author structures the movement of time. These texts are chosen because of their dynamic characters and can be substituted with other comparable choices.

### Reading Poetry

Read Emily Bronte's *Past, Present, Future*, along with Shell Silverstein's *The Giving Tree*. Compare and contrast the different ways in which the authors deal with the movement of time and how that movement changes perspectives.

### Argument (40%), Informational (40%), and Narrative Writing (20%)

Reflecting on their experiences reading novels and viewing related films in this unit, as well as literature and informational text read all year, have students write an argument, narrative or informational piece in response to the essential question: *How do individuals change over time?* Students should focus on organizational structures and work to maintain a consistent structure appropriate for the intended purpose. Students could write a narrative that features a dynamic character whose changes influence the plot and outcome of the story. Edit writing for the grammar conventions studied over the course of the year.

### Speaking and Listening

After reading text, lead students in a range of small and large group discussions to develop a progression of the characters changes and the causes and effects of those changes.

### Vocabulary

Integrate academic vocabulary as the everyday discourse of the classroom, making a point to use these robust, high utility words in speech and writing and encouraging students to do so as well.

### Language Mechanics

Language usage and mechanics will be progressively incorporated throughout the module. Remember—once skills are taught in a mini-lesson, students are expected to edit their work, paying attention to these elements before publication.

### Differentiation

To support students with IEP's texts will be replaced and/or adapted to meet the appropriate lexile level.

### Interdisciplinary Connections

### Additional Resources

### Created By

Sixth Grade Teachers



Copy of ELA Grade 6 Module 4

Subject	Grade	Module	Suggested Timeline
English Language Arts	6	4	6-8 weeks

### Grade Level Summary

In sixth grade, students read grade-appropriate, complex literature and informational text and cite textual evidence to support analyses. They examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Students share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students learn how writers try to influence readers while discovering how they can do the same in their own prose. They know how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

### Grade Level Modules

**Module 1: How Point of View Influences Perceptions**

**Module 2: How Words Have the Power to Shape Our World**

**Module 3: The Way Individuals Change Over Time**

**Module 4: How Perceptions of Others Shape Our Choices**

**Module 5: Determining What is Trustworthy**

### Module Title

## Module 4: How Perceptions of Others Shape Our Choices

### Module Overview

In this module, reading, writing, speaking, and listening are constructed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing text while students grapple with how perceptions of others shape our choices. Through a variety of literature, students will explore plot events and setting, analyzing how they shape the text. They engage in discussions and assignments through which they will cite specific textual evidence in order to support analysis of what the text says, as well as generalizations drawn from the text, in order to delve deeper into how authors use their own point of view to “steer” the reader to conclusions. In addition, students examine the structure and details in literary works to determine how these elements contribute to the development of theme, setting, and plot. Key outcomes include determining and analyzing plot events, setting, and theme, and organization of an event sequence that unfolds naturally and logically.

### Module Objectives

At the end of this module, students will be able to independently use their learning to:

1. Analyze plot events and setting and how they shape text
2. Cite textual evidence to support analysis of what text says explicitly, as well as generalizations drawn from the text
3. Determine theme or central idea in a passage and how it is conveyed through details in the passage
4. Analyze how the structure of a text contributes to the development of theme, setting, and plot
5. Organize an event sequence that unfolds naturally and logically, using a variety of transitions and a conclusion that makes sense

### Focus Standards Addressed in this Module

#### CC.1.2.6.A

Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### CC.1.3.6.A

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### CC.1.3.6.C

Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

**CC.1.3.6.E**

Analyze how the structure of a text contributes to the development of theme, setting, and plot.

**CC.1.4.6.P**

Organize an event sequence 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; provide a conclusion that follows from the narrated experiences and events.

**Important Standards Addressed in this Module**

**CC.1.2.6.B**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

**CC.1.2.6.C**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**CC.1.2.6.E**

Analyze the author’s structure through the use of paragraphs, chapters, or sections.

**CC.1.3.6.B**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

**CC.1.4.6.N**

Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

**Misconceptions**

**Proper Conceptions**

**Concepts**

- Main Idea
- Text Structure
- Organization for Writing

**Competencies**

- Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze the author’s structure through the use of paragraphs, chapters, or sections.
- Informational: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the

**Vocabulary**

- Distinct**
- Explicit**
- Inference**
- Generalization**
- Structure**
- Resolution**
- Contribute**

relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. **Opinion:** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. **Narrative:** Organize an event sequence 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; provide a conclusion that follows from the narrated experiences and events.

## Evidence

### Assessment(s)

After reading *Red Kayak*, students are asked to develop a theme based on the story's plot. How did the plot of the story affect each character's outcome based on decisions made throughout the novel?

### Suggested Strategies to Support Design of Coherent Instruction

#### Reading Informational Text

Throughout the reading of "Pearls," students are analyzing text structure by closely reading for details related to compare/contrast and cause/effect. Using text evidence students develop their perception of how pearls are created.

#### Reading Literature

While reading texts such as: *Bud, Not Buddy*, *Tuck Everlasting*, and *Red Kayak*, students should explore the ways in which the perceptions of others drive a character's choices. These texts are chosen because of the strong influence of outside perceptions on the main character's decision making and can be substituted with other comparable choices.

#### Reading Poetry

After reading the poem, "The Road Not Taken," by Robert Frost discuss what makes a person want to change. Do the choices we make influence the paths we take as an individual?

#### Argument (40%), Informational (40%), and Narrative Writing (20%)

Reflecting on their experiences reading novels and informational text in this unit, as well as literature read all year, have students write an argumentative, narrative, or informational piece in order to answer the essential question. Students should edit their writing for style, grammar, and conventions studied over the course of the year with an understanding of their intended audience and purpose.

### **Speaking and Listening**

**After reading *Red Kayak*, students could argue their position in a debate format. Upon conclusion, students should record any effect that the opposing side had on their prior perceptions. How might these changes have an effect their choices?**

### **Vocabulary**

**Integrate academic vocabulary as the everyday discourse of the classroom, making a point to use these robust, high utility words in speech and writing and encouraging students to do so as well.**

### **Language Mechanics**

**Language usage and mechanics will be progressively incorporated throughout the module. Remember—once skills are taught in a mini-lesson, students are expected to edit their work, paying attention to these elements before publication.**

### **Differentiation**

**To support students with IEP's texts will be replaced and/or adapted to meet the appropriate lexile level.**

### **Interdisciplinary Connections**

### **Additional Resources**

### **Created By**

**Sixth Grade Teachers**

Copy of ELA Grade 6 Module 5

Subject	Grade	Module	Suggested Timeline
English Language Arts	6	5	6-8 weeks

**Grade Level Summary**

In sixth grade, students read grade-appropriate, complex literature and informational text and cite textual evidence to support analyses. They examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Students share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students learn how writers try to influence readers while discovering how they can do the same in their own prose. They know how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

**Grade Level Modules**

- Module 1: How Point of View Influences Perceptions
- Module 2: How Words Have the Power to Shape Our World
- Module 3: The Way Individuals Change Over Time
- Module 4: How Perceptions of Others Shape Our Choices
- Module 5: Determining What is Trustworthy

**Module Title**

Module 5: Determining What is Trustworthy

**Module Overview**

In this module, reading, writing, speaking, and listening are constructed around

the big idea of effective research and determining trustworthiness. Students read a variety of informational and literary texts, analyzing the central idea of a text, paying close attention to the author’s purpose, point of view, and credibility. The goal is for students to become aware of potential bias, and to become critical readers in order to discern what is credible and supported by evidence, and what is not. Key outcomes in this unit include the ability to assess the credibility of sources, cite textual evidence to support what a text says, analyze in detail how an author presents information and how that format may or may not change the reader’s point of view, and to demonstrate the understanding of a topic by gathering relevant and credible information while avoiding plagiarism.

**Module Objectives**

At the end of this module, students will be able to independently use their learning to:

1. Analyze in detail how individuals, events, or ideas are introduced, illustrated, and elaborated in a text and how the structure of that text contributes to these elements
2. Determine the central idea in a text and how it is conveyed through details
3. Cite textual evidence to support what a text says or infers
4. Assess the credibility of sources
5. Demonstrate understanding of a topic by gathering relevant information from multiple print and digital sources, using clear reasons and relevant evidence (i.e. facts, details, quotes, or information) while avoiding plagiarism and providing basic bibliographic information for sources

**Focus Standards Addressed in this Module**

[CC.1.2.6.A](#)

Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[CC.1.3.6.E](#)

Analyze how the structure of a text contributes to the development of theme, setting, and plot.

[CC.1.4.6.C](#)

Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

[CC.1.4.6.I](#)

Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

[CC.1.4.6.J](#)

Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that

follows from the argument presented.

#### CC.1.4.6.W

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.

### Important Standards Addressed in this Module

#### CC.1.2.6.B

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

#### CC.1.2.6.C

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

#### CC.1.3.6.B

Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

#### Misconceptions

By putting someone else's ideas into your own words, you are avoiding plagiarism.

#### Proper Conceptions

Plagiarism occurs when a writer intentionally or unintentionally uses another's ideas or words as his/her own without properly citing the source.

#### Concepts

- Main Idea
- Text Analysis
- Sources of Information
- Organization for Writing

#### Competencies

- Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze the author's structure through the use of paragraphs, chapters, or sections.
- Informational: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. Opinion: Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. Narrative: Use narrative

#### Vocabulary

- Contribute
- Multimedia
- Credible
- Assess
- Plagiarism
- Bibliographic
- Cite
- Particular



techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

#### Assessment(s)

##### LDC Task

After reading the article, “The Body's Clock,” write an essay analyzing the importance of the body's clock to peoples everyday lives. Use evidence from the passage to support your response.

#### Suggested Strategies to Support Design of Coherent Instruction

##### Reading Informational Text

*Ancient Survivor and Not Rocket Science allow students to dig deep into text evidence by answering questions such as: Identify two clues in the text that help you determine the meaning of immortality. Use text evidence to support your response.*

*Source: Scholastic 25 Complex Text Passagesx to Meet the Common Core*

##### Reading Literature

While reading texts such as: *Nail Soup* and *Stone Soup*, along with other folktales, students should explore the ways in which people are influenced by outside sources. The idea of “who is trustworthy” is questioned by how information is presented in similar situations.

##### Reading Poetry.

*December Leaves utilizes figurative language to develop the central idea. Students will analyze figurative language which will lead them to answer the question " How do elements of nature relate to our everyday lives?"*

##### Argument (40%), Informational (40%), and Narrative Writing (20%)

Reflecting on their experiences reading novels and informational text in this unit, as well as literature read all year, have students write an argumentative, narrative, or informational piece in order to answer the essential question. Students should edit their writing for style, grammar, and conventions studied over the course of the year with an understanding of their intended audience and purpose.

##### Speaking and Listening

Distribute a selection of articles to small groups. In these groups, students should use what they have learned to discuss and determine whether or not each article is from a credible source. The groups should come to consensus for each article.

##### Vocabulary

**Integrate academic vocabulary as the everyday discourse of the classroom, making a point to use these robust, high utility words in speech and writing and encouraging students to do so as well.**

### **Language Mechanics**

**Language usage and mechanics will be progressively incorporated throughout the module. Remember—once skills are taught in a mini-lesson, students are expected to edit their work, paying attention to these elements before publication.**

### **Differentiation**

**To support students with IEP's, texts will be replaced and/or adapted to meet the appropriate lexile level.**

### **Interdisciplinary Connections**

### **Additional Resources**

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