



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade English Language Development: Reading Curriculum

Course Description: 6th Grade English Language Development Reading is a course that focuses on creating thoughtful readers while developing English language proficiency across the content areas. The reading portion of this course emphasizes student reading comprehension across literature and content area based informational texts while utilizing a variety of ELD strategies. The ultimate goal is to accelerate English language growth while producing life-long readers and writers who can be successful in future endeavors.

ELD Can-Do's: Use the Can-Do chart below to help modify instruction, assignments & assessments based upon the proficiency level of your particular EL students.

Domain/ Level	Listening	Speaking	Reading	Writing
The student can... Additional subject-specific can do's				
1	-Follow one-step oral commands/ instructions -Match social language to visual/graphic displays -Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing) -Match instructional language with visual	-Answer yes/no and choice questions -Begin to use general and high frequency vocabulary -Repeat words, short phrases, memorized chunks -Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	-Associate letters with sounds and objects -Match content-related objects/pictures to words -Identify common symbols, signs, and words -Recognize concepts of print -Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text -Use picture dictionaries/illustrated glossary	-Draw content-related pictures -Produce high frequency words -Label pictures and graphs -Create vocabulary/concept cards -Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)

2	-Follow multi-step oral commands/instructions -Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions -Identify information on charts or tables based on oral statements	-Convey content through high frequency words/phrases -State big/main ideas of classroom conversation -Describe situations from modeled sentences -Describe routines and everyday events -Express everyday needs and wants -Communicate in social situations -Make requests	-Sequence illustrated text of fictional and non-fictional events -Locate main ideas in a series of simple sentences -Find information from text structure (e.g., titles, graphs, glossary) -Follow text read aloud (e.g., tapes, teacher, paired-readings) -Sort/group pre-taught words/phrases -Use pre-taught vocabulary (e.g., word banks) to complete simple sentences -Use L1 to support L2 (e.g., cognates)	-Complete pattern sentences -Extend "sentence starters" with original ideas -Connect simple sentences -Complete graphic organizers/forms with personal information -Respond to yes/no, choice, and some WH- questions
3	-Categorize content-based examples from oral directions -Match main ideas of familiar text read aloud to visuals -Use learning strategies described orally - Identify everyday examples of content-based concepts described orally -Associate oral language with different time frames (e.g., past, present, future)	-Begin to express time through multiple tenses -Retell/rephrase ideas from speech -Give brief oral content-based presentations -State opinions -Connect ideas in discourse using transitions (e.g., "but," "then") -Use different registers inside and outside of class -State big/main ideas with some supporting details	-Identify topic sentences, main ideas, and details in paragraphs -Identify multiple meanings of words in context (e.g., "cell," "table") -Use context clues -Make predictions based on illustrated text -Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") -Differentiate between fact and opinion -Answer questions about explicit information in texts	-Produce simple expository or narrative text -String related sentences together -Compare/contrast content-based information -Describe events, people, processes, procedures
4	-Identify main ideas and details of oral discourse -Complete content-related tasks or assignments based on oral discourse -Apply learning strategies to new situations -Role play, dramatize, or re-enact scenarios from oral reading	-Answer opinion questions with supporting details -Discuss stories, issues, and concepts -Give content-based oral reports -Offer creative solutions to issues/problems -Compare/contrast content-based functions and relationships	-Classify features of various genres of text (e.g., "and they lived happily ever after" fairy tales) -Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) -Find details that support main ideas -Differentiate between fact and opinion in narrative and expository text	-Take notes using graphic organizers -Summarize content-based information -Author multiple forms of writing (e.g., expository, narrative, persuasive) from models -Explain strategies or use of information in solving problems
5 (Monitors)	-Use oral information to accomplish grade-level tasks -Evaluate intent of speech and act accordingly -Make inferences from grade-level text read aloud -Discriminate among multiple genres read orally	-Justify/defend opinions or explanations with evidence -Give content-based presentations using technical vocabulary -Sequence steps in grade level problem-solving -Explain in detail results of inquiry (e.g., scientific experiments)	-Summarize information from multiple related sources -Answer analytical questions about grade-level text -Identify, explain, and give examples of figures of speech -Draw conclusions from explicit and implicit text at or near grade level	-Create expository text to explain graphs/charts -Produce research reports using multiple sources/citations -Begin using analogies - Critique literary essays or articles

ELD Key Language Uses: Refer to key language uses in the chart to connect the Engaging Experiences to the greater goals of English language development described below.

Snapshots of Key Language Uses in Grades 6–8	
Narrate	• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	• Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	• Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

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

READING		WRITING	
Blocks	Unit	Blocks	Unit
10	<u>Unit 1</u> : Intro to ELD Reading	10	<u>Unit 1</u> : Intro to ELD Writing
15	<u>Unit 2</u> : Elements of Literature	15	<u>Unit 2</u> : Narrative Writing
30	<u>Unit 3</u> : Close Reading	30	<u>Unit 3</u> : Informational/Expository Writing
20	<u>Unit 4</u> : Deep Reading with Fiction & Informational Texts	20	<u>Unit 4</u> : Argumentative Writing
10	<u>Unit 5</u> : Culminating Unit	10	<u>Unit 5</u> : Blended Writing & Public Speaking

Unit 1: Introduction to ELD Reading

Subject: Reading

Grade: 6th

Name of Unit: Introduction to ELD Reading

Length of Unit: 10 blocks

Overview of Unit: Students will be introduced to the ELD room and reader's workshop, and establish norms and procedures to be successful readers. Each student will set up their Reader's Notebook (digital or non digital) that will be used throughout the year.

***Use the following list to set up routines and norms for your classroom, as well as spark students' passion for writing. See below for more detailed Engaging Experiences as needed.**

Quick Start to ELD Reading:

- Choose Get to know you activities
- Set up class expectations & norms
- Set up RAZ Kids accounts, then give kids logins and placement test
- Set up Epic! accounts, then give kids logins and browsing
- Build reading stamina using RAZ and Epic!
- Introduce & learn about different book genres
- Introduce & practice discussion skills
- Set up class notebook
- Support with school schedules, lockers, teachers names as needed

Essential Questions:

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

Enduring Understanding/Big Ideas:

1. Set up norms and expectations for the ELD room and reader's workshop.

Unit Vocabulary:

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

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

- "The Dot" Peter H. Reynolds
- "If I Were In Charge of the World" by Judith Viorst
- "How a Boy Becomes a Grease Fire" by Jason Reynolds
- **StudySync Blasts** of interest to students

Below are the Engaging Experiences recommended in the regular education 6th grade reading classroom:

Engaging Experience 1			
<u>Title:</u> Introduction to Middle School		<u>Suggested Time Length:</u> 1 Block	
<u>Priority Standard(s):</u> None			
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will brainstorm and set classroom notes and expectations for the school year.	● I can create norms and expectations. ● I can organize my reader's notebook into sections.	Creating	3
<u>Supporting Standard(s):</u>			

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Students read the classroom syllabus or teacher expectations	Students brainstorm classroom norms and expectations on their own.			Students share out loud with their peers an expectation they brainstormed.
<u>Instructional Notes:</u> • Review the classroom and building expectations for students. Discuss workshop routine expectations.				

<u>Title:</u> Introduction to Middle School		<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard(s):</u> None		
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	
The student will brainstorm and set classroom notes and expectations for the school year.	• I can create norms and expectations. • I can organize my reader's notebook into sections.	

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies the protagonist and antagonist based on read alouds and/or oral discussions.	Verbalizes the protagonist and antagonist of a story using unit vocabulary.	Completes graphic organizer about characters in a story.	Writes a reflection about the difference between a protagonist and antagonist.
Students will be able to use the following stems to express themselves in multiple language domains: • The protagonist in the story is... I know this because... • The antagonist in the story is... I know this because... • The character ____ goes from ____ to _____. This change can be seen when they...			
<u>Instructional Notes:</u> • The lesson should include the definitions and examples of each type of character. • To help students remember the types of characters, add a column to the notes where students can list well known characters associated with each character type. 1. Take guided notes: character, protagonist, antagonist 2. Watch a pixar short, identify the protagonist and antagonist (model/guided practice/independent) a. Presto b. For the Birds c. Lifted 3. Reflection: How do you know if a character is a protagonist or antagonist?			

Engaging Experience 2

Title: Creating
Library Expectations

Suggested Time Length:
1 Block

Priority Standard(s): None

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

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
			Students will check out a book to read in reading class.	Students share with their peers the book they chose to read.
<u>Instructional Notes:</u> Schedule time for each class to visit the Media Center. (Suggested time - 40 minutes)				

Engaging Experience 3

<u>Title:</u> Creating a Reader’s Notebook		<u>Suggested Time Length:</u> 1 Block	
<u>Priority Standard(s):</u>			
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom’s Taxonomy Levels:</u>	<u>Webb’s DOK:</u>
● The student will create a Reader’s Notebook.	● I can organize my Reader’s Notebook into sections. ● I can bring my notebook to class.	Remembering/ Understanding	1
<u>Supporting Standard(s):</u>			

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
		Students will listen to the teacher describe the importance of having a Reader's Notebook and the expectations of maintaining the notebook this year.	Students create and label the different sections of their Reader's Notebooks (see Instructional Notes below for suggested sections).	
<u>Instructional Notes:</u> Students will be introduced to reader's workshop, and establish norms and procedures to be successful readers. Students will also create a reader's notebook that they will use throughout their 6th grade school year to practice their reading skills and capture their personal experiences with text.				

Engaging Experience 4

<u>Title:</u> Who Are You as a Reader?		<u>Suggested Time Length:</u> 1 Block		
<u>Priority Standard(s):</u> None				
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>	
• The student will reflect on their own reading habits to determine their personal motivation and opportunities for growth as a reader.	• I can think about myself as a reader and be honest with myself. • I can identify and explain my personal opportunities for growth as a reader.	Remembering/ Understanding	1	
<u>Supporting Standard(s):</u>				
<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
	• Students add their thoughts to three anchor chart papers: • What makes you more likely to read? • What makes you less likely to read? • List words that describe you as a reader.		• Students participate in a Gallery Walk of the anchor chart papers. During the Gallery Walk, students add one sticky note to each piece of chart paper that includes their thoughts after reading their peers sticky notes. • Students complete an Interest Inventory about their reading habits.	• Students share out their final thoughts about their own reading habits with their tables.
<u>Instructional Notes:</u> • Provide each student with three sticky notes and have them respond to each question below on three different sticky notes: ○ What makes you more likely to read? ○ What makes you less likely to read? ○ List words that describe you as a reader. • Ask students to add their sticky notes to the anchor charts displayed around the room. It is recommended to have one anchor chart for each question. • Create a digital Personal Inventory Survey for students to complete. There are many examples on the internet of suggested items to include in the survey.				

Engaging Experience 5

<u>Title:</u> Structure and Routine of Reader’s Workshop		<u>Suggested Time Length:</u> 1 Block	
<u>Priority Standard(s):</u> None			
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom’s Taxonomy Levels:</u>	<u>Webb’s DOK:</u>
● The student will understand their expectations during each portion of the reader’s workshop.	● I can use my listening skills to understand my expectations as a reader during reader’s workshop.	Remembering /Understanding	1
<u>Supporting Standard(s):</u>			

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Students learn about the expectations during the "read" process of the workshop model.	Students learn about the expectations during the "write" process of the workshop model.	Students learn about the expectations during the "study" process of the workshop model.	Students learn about the expectations during the "do" process of the workshop model.	Students learn about the expectations during the "share" process of the workshop model.
<u>Instructional Notes:</u> expectations of the reader's workshop model and the expectations of each step to complete. shop experience in elementary school.				

Summary of Engaging Learning Experiences & Scenario(s)

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

Unit 2: Elements of Literature

Subject: Reading

Grade: 6th

Name of Unit: Elements of Literature

Length of Unit:

Overview of Unit: Students will analyze literary and historical text to identify and explain how the plot affects the overall text or historical event.

Priority Standards for unit:

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

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard	
6.RL.1.D Comprehend and Interpret Texts: Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	
Learning Targets	Success Criteria
The student will determine the theme(s) of a text.	- I can understand the difference between a topic and theme. - I can explain how a character(s) or historical figure changes throughout the story. - I can answer the question, “What does the author want me to learn from the story or historical event?”
The student will use text evidence to support the development of the theme(s).	- I can identify multiple details in the story or historical event that support my chosen theme. - I can connect multiple details to explain how a theme is developed throughout the story or historical event.
The student will summarize a text.	- I can explain the main conflict. - I can explain the steps a character(s) or historical figure takes to resolve the main conflict. - I can explain how the conflict changed the character or historical figure in the end. - I can write a summary by combining key details from the story or historical event.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies theme, key details, and main idea in read-alouds and/or oral discussions.	Verbalizes the theme, key details, and main idea in a story through peer discussions.	Analyzes a text to determine the theme, key details, and main idea.	Constructs a written response summarizing the text, including the theme, key details, and main idea.

Priority Standard	
6.RL.2.D Analyze Craft and Structure: Describe how a particular text or historical event’s plot unfolds in a series of episodes as well as how the characters or historical people respond or change as the plot moves toward a resolution.	
Learning Targets	Success Criteria
The student will identify and explain the types of characters in literature or historical text.	- I can identify the protagonist in a story or historical event. - I can identify the antagonist in a story or historical event. - I can explain the difference between a static and dynamic character or historical figure.
The student will be able to identify character traits of the characters in literature or historical text.	I can explain character traits in each character of a story or historical event.

● The student will be able to identify and explain conflict in literature or historical text.	● I can identify conflict in a story or historical event. ● I can explain the type of conflict characters or historical figures struggle within a story.		
● The student will describe how an author uses specific plot elements to move a story or historical text forward.	● I can identify specific plot elements in a story or historical event. ● I can explain how specific plot elements move a story or historical event forward.		
● The student will analyze how characters respond or change as the plot or historical events move toward a resolution in a story.	● I can identify the protagonist in a story or historical event. ● I can explain the main conflict’s effect on the protagonist as the plot moves toward a resolution.		
<i>*Content focused</i>			
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies conflict, plot elements, and changes to a character or historical figure in read-alouds and/or oral discussions.	Verbalizes how the plot, conflict, and characters develop and change throughout a text.	Analyzes texts to identify the conflict, plot elements, and changes to a character or historical figure over time.	Develops a written response about the plot, conflict and changes to a character or historical figure over time.

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. Confer with 6th grade ELA Reading teacher to determine texts being used in your building. (*Means shared ELA/Reading resource)

- StudySync stories that have ELD resources.
- History articles/text/nonfiction
- Epic
- Raz Kids

Some suggested StudySync resources:

- *Eleven by Sandra Cisneros (StudySync)
- *A Wrinkle in Time by Madeleine L'Engle (StudySync)
- *Thank you Ma'am by Langston Hughes (StudySync)

Choose a novel from EL classroom library or below to be used for a Novels in Class Read Aloud:

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

Engaging Experience 1

<u>Title:</u> Types of Characters	<u>Suggested Time Length:</u> 1 Block
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Priority Standard: 6.RL.2.D
WIDA Standards: 1, 2, & 5

<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will identify and explain the types of characters in literature or historical event.	I can identify the protagonist in a story or historical event. I can identify the antagonist in a story or historical event. Effectively narrate, inform, persuade, and argue for _____

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will listen to the teacher explain the types of characters in literature.	Students will add the types of characters to the Reader's Notebook.	Students will use their background knowledge to provide examples of each type of character.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
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Students will be able to use the following stems to express themselves in multiple language domains:

- The protagonist in the story/historical event is _____ I know this because _____
- The antagonist in the story/historical event is _____ I know this because _____
- The character/historical figure ____ goes from ____ to ____ . This change can be seen when they ____

Instructional Notes:

- Give students guided notes for protagonist and antagonist
- Watch a Pixar short, identify the protagonist and antagonist
 - Presto (model)

- For the Birds (guided practice)
- Lifted (independent)
- Reflection: How do you know if a character is a protagonist or antagonist?

ELD Modifications:

Engaging Experience 2

Title:

Character Traits

Suggested Time Length:

1 Block

Priority Standard: 6.RL.2.D

WIDA Standards: 1, 2, 5

Learning Target(s):

- The student will be able to identify character traits of the characters in literature or historical event.

Success Criteria:

- I can explain character traits of each character of a story or historical event.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn.	Think/pair/share about reading. Connect to the day's topic as a pre-teaching moment.	Students will listen to a mini lesson about character traits and how these traits help us as readers to analyze characters.	Students will add a list of character traits to their Reader's Notebook.	Students will use their background knowledge to provide examples of characters and their associated character traits.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on the reading, the character/historical figure is _____.
- According to the text, the character/historical figure is _____.
- A key character trait is _____.
- The character/historical figure's character trait is _____.

Instructional Notes:

- Lessons should include teacher character traits vocabulary and how a reader can use these traits to analyze and describe characters in the story.

ELD Modifications:

Engaging Experience 3

Title:

Character Traits

Suggested Time Length:

1 Block

Priority Standard: 6.RL.2.D

WIDA Standards: 1, 2, 5

Learning Target(s):

- The student will be able to identify character traits of the characters in literature or historical event.

Success Criteria:

- I can identify conflict in a story or historical event.
- I can explain the type of conflict the character struggles with in a story historical event.

Read

Write/Speak

Study

Do

Share

NOTE TO INSTRUCTOR:

- **Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level.**
- **Plan activities to ensure the practice of all language domains using the sentence stems.**

Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn

Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.

Students will listen a mini lesson about they types of conflict in literature.

Students will take notes about the types of conflict in literature.

Students will use their knowledge of the types of conflict and of well known books and/or movies to discuss the type of conflict shown.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- One type of conflict I saw was _____.
- Based on _____, one conflict I saw included ____.
- Another conflict in the text was _____. I know this because _____

Instructional Notes:

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

ELD Modifications:**Engaging Experience 4****Title:**

Character Traits

Suggested Time Length:

1 Block

Priority Standard: 6.RL.2.D

WIDA Standards: 1, 2, 5

Learning Target(s):**Success Criteria:**

- The student will describe how an author uses specific plot elements to move a story forward.
- I can identify specific plot elements in a story.
- I can explain how specific plot elements move a story forward.

Read

Write/Speak

Study

Do

Share

NOTE TO INSTRUCTOR:

- **Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level.**
- **Plan activities to ensure the practice of all language domains using the sentence stems.**

Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as a pre-teaching moment.	Students will draw a plot chart that includes labels for each plot element of a story.	Students will listen to the teacher as they are lead through the plot elements of a story.	Students will add plot notes to their Reader's Notebook.
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The exposition of the story is _____
- The rising action includes _____
- I think the climax is _____ because _____.
- The falling action occurs when _____
- The resolution of the text is when _____

Instructional Notes:

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

ELD Modifications:

Engaging Experience 5	
<u>Title:</u> Character Traits	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.2.D WIDA Standards: 1, 2, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>

The student will describe how an author uses specific plot elements to move a story forward.	- I can identify specific plot elements in a story or historical event. - I can explain how specific plot elements move a story/historical event forward.
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<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as a pre-teaching moment.	Students will read a short story as a mentor text. Students will follow along with the teacher as a story's plot is deconstructed to identify each stage of the plot.	Students will analyze a short story to complete the plot chart.	Students will follow along with the teacher as a story's plot is deconstructed to identify each stage of the plot.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: - The exposition of the story is _____ - The rising action includes _____ - I think the climax is _____ because _____. - The falling action occurs when _____ - The resolution of the text is when _____ _____ scene helps move the story forward by _____
<u>Instructional Notes:</u> - Provide the students with a blank plot chart or have the students add the diagram to a page in their Reader's Notebook. - Students should be led through a mini lesson that uses a short story as a mentor text. During the lesson, students should also include the plot chart to fully engage them in the activity. - Two blocks have been allocated to this Engaging Experience so students could be led through two different mentor texts as examples of identifying plot elements. This is step one of the gradual release to students being independent

with their own piece of text and completing a plot chart.

ELD Modifications:

Engaging Experience 6	
<u>Title:</u> Character Traits	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.1.D <u>WIDA Standards:</u> 1, 2, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will determine the theme(s) of a text.	- I can understand the difference between a topic and theme. - I can explain how a character(s) changes throughout the story or historical event. - I can answer the question, “What does the author want me to learn from the story/historical event?”
The student will use text evidence to support the development of the theme(s).	- I can identify multiple details in the story that support my chosen theme. - I can connect multiple details to explain how a theme is developed throughout the story or historical event.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students’ language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day’s topic as a pre-teaching moment.	Students will listen to a mini lesson about themes in literature/history.	Students will take notes about theme in literature/history.	Students will use their knowledge of theme and of well-known books and/or movies to discuss the theme displayed in their example.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The character changes throughout the story. In the beginning, they _____. In the middle, he/she _____. By the end, the character _____.
- One important theme in the story is _____. Some scenes from the story that show this lesson is when _____. Another moment that supports the theme is when _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 7

Title:

Character Traits

Suggested Time Length:

1 Block

Priority Standard: 6.RL.2.D

WIDA Standards: 1, 2, 5

Learning Target(s):

- The student will describe how an author uses specific plot elements to move a story forward.

Success Criteria:

- I can identify specific plot elements in a story or historical event.
- I can explain how specific plot elements move a story or historical event forward.

Read

Write/Speak

Study

Do

Share

NOTE TO INSTRUCTOR:

- Refer to Can-Dos and choose appropriate modifications based on your students'

language proficiency level.

- **Plan activities to ensure the practice of all language domains using the sentence stems.**

Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will read a short story as a mentor text.	Students will analyze a short story to complete the plot chart and determine the overarching theme.	Students will share their thoughts about each plot stage and theme with their peers. A discussion board could be used for students to express their chosen theme and to explain their reasoning.
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The exposition of the story is _____
- The rising action includes _____
- I think the climax is _____ because _____.
- The falling action occurs when _____
- The resolution of the text is when _____
- An important event in the story that moves it forward is when _____.
- Another event that changes the ending is when _____.
- One important theme in the story is _____. Some scenes from the story that show this lesson is when _____. Another moment that supports the theme is when _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 8

Title: Character Traits	Suggested Time Length: 1 Block
Priority Standard: 6.RL.1.D WIDA Standards: 1, 2, 5	
Learning Target(s):	Success Criteria:
The student will summarize a text.	- I can explain the main conflict. - I can explain the steps a character(s) or historical figure takes to resolve the main conflict. - I can explain how the conflict changed the character/historical figure in the end. - I can write a summary by combining key details from the story.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will take notes in their Reader's Notebook about how to write a summary of a fiction story.	Students will take notes in their Reader's Notebook during the mini lesson about how to write a summary of a fiction story.	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:	
Students will be able to use the following stems to express themselves in multiple language domains: - First, _____. Next, _____. Then, _____. So, _____. Finally, _____. _____ wanted _____. But _____, so _____. Then, _____.	
Instructional Notes: - Students will take notes about how to write a summary. - Optional ways to teach summarizing: - Beginning, middle, end (teach sequence writing words & paragraph set up)	

- Somebody, Wanted, But, So, Then (SWBST)
- Think about the plot of a story and write one sentence for each plot stage.
 - Exposition and conflict
 - Main rising action event(s) - should not be too detailed
 - Climax
 - Falling action (one or two events, but not too detailed)
 - Resolution
- Opinions should not be included in summaries.

ELD Modifications:

Engaging Experience 9	
<u>Title:</u> Character Traits	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.1.D <u>WIDA Standards:</u> 1, 2, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
• The student will summarize a text.	• I can explain the main conflict. • I can explain the steps a character(s) or historical event takes to resolve the main conflict. • I can explain how the conflict changed the character/historical event in the end. • I can write a summary by combining key details from the story.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will write a summary of the mentor texts read earlier in this unit.	Students will write a summary of the mentor texts read earlier in this unit.	Students will confer with the teacher to review the summaries with the teacher to ensure understanding of this skill.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- First, _____. Next, _____. Then, _____. So, _____. Finally, _____.
- _____ wanted _____. But _____, so _____. Then, _____.
- In the beginning, _____. Later, _____. Finally, _____.

Instructional Notes:

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

Engaging Scenario

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

Engaging Scenario (3 blocks)

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

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

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

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Character Development	Mini Lesson - Types of Characters <i>Notes in Reader's Notebook</i> ● Dynamic ● Round ● Static ● Flat	1 Block
Character Traits	Mini Lesson - Character Traits <i>Notes in Reader's Notebook</i> ● Examples of character traits ● Character traits and how they help readers understand the characters' actions	1 Block
Types of Conflict in Literature	Mini Lesson - Types of Conflict <i>Notes in Reader's Notebook (internal vs. external)</i> ● Internal ● Character vs. Self ● External ● Character vs. Character ● Character vs. Society ● Character vs. Nature	1 Block
Introduction to Plot Elements	Mini Lesson - Plot Elements <i>Notes in Reader's Notebook</i> ● Exposition ● Conflict ● Rising Action ● Climax ● Falling Action ● Resolution	1 Block

Plot	Skill Practice - Plot Elements in a Story <i>Working with Mentor Text</i> - Students read a short story and complete a plot chart that includes all plot elements: - Exposition - Conflict - Rising Action - Climax - Falling Action - Resolution	1 Blocks
Theme	Mini Lesson - Theme <i>Notes in Reader's Notebook</i> - Topic vs. Theme - Examples of Themes - Moral/Lesson the author wants the reader to learn/understand	1 Block
Plot and Theme in Literature	Students will read mentor texts, complete the story's plot chart, and determine the overarching theme the author intended for the reader to understand.	2 Blocks
Writing a Summary	Mini Lesson - Writing a Summary <i>Notes in Reader's Notebook</i> - Strategies - Beginning, Middle, End - Somebody, Wanted, But, So, Then (SWBST) - Using plot elements to write a summary	1 Block
Engaging Scenario	Students will summarize a book then create and present a Book Talk.	3 Blocks

Unit 3: Close Reading

Subject: Reading

Grade: 6th

Name of Unit: Close Reading

Length of Unit: 30 blocks

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

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

Priority Standards for unit:

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

Supporting Standards for unit:

WIDA Priority Standards	
Standard 1 Language for Social and Instructional Purposes:	English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Mathematics:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
Standard 4 Language for Science:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.
Standard 5 Language for Social Studies:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

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

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	
Identifies key details to draw inferences from read-alouds and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.	

Priority Standard			
6.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.			
Learning Targets	Success Criteria		
● The student will determine the meaning of a word or phrase by using context clues, word parts, and their resources.	● I can identify context clues to support my thinking. ● I can identify word parts. ● I can use references such as a dictionary and other online tools.		
● The student will determine the connotative meaning of a word or phrase by using context clues.	● I understand the difference between denotation and connotation. ● I can use context clues to determine the connotation of a word. ● I can use the connotation of a word to determine the meaning of a word or phrase.		
● The student will determine the figurative meaning of a word or phrase by using context clues.	● I understand the difference between literal and figurative language. ● I can identify the following types of figurative language: similes, metaphors, alliteration, hyperbole, onomatopoeia, idioms, and personification. ● I can use context clues to determine the meaning of figurative language. ● I can refer to the text to determine if the meaning I chose makes sense.		
<i>*Fiction focused</i>			
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Determines the meaning of a word or phrase in read-aloud and/or oral	Verbalizes connotative, denotative, and	Analyzes a text to determine the connotative, denotative, and figurative	Constructs a written response determining the

discussions using context clues.	figurative meanings of a word or phrase through peer discussions.	meanings of word or phrase by using context clues.	meaning of a word or phrase based on context clues.	
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Priority Standard			
6.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning			
Learning Targets	Success Criteria		
● The student will analyze how the author’s word choice contributes to meaning in a story.	● I can identify the connotation of words in a story. ● I can explain how the connotation of a word contributes to the story.		
● The student will analyze how figurative language contributes to meaning in a story.	● I can identify figurative language in a story. ● I can explain how the author’s choice of figurative language contributes to the story.		
● The student will analyze how the repetition of words or word sounds contributes to meaning in a story.	● I can identify repetitive and/or word sounds in a story. ● I can explain how the author’s choice of repetitive and/or word sounds contributes to the story.		
*Fiction focused			
Listening	Speaking	Reading	Writing
Identifies figurative language and repetitions of words and sounds in read-aloud and/or oral discussions.	Verbalizes how the author’s word choice contributes to the story.	Identifies figurative language and repetitions of words and sounds in a text.	Explains how the author’s word choice contributes to the story.

Priority Standard

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

Learning Targets	Success Criteria
The student will cite text evidence to support an understanding of what a nonfiction text says explicitly.	- I can identify important details in nonfiction text. - I can connect multiple details in nonfiction text and explain how these details are connected
The student will make an inference by using background knowledge and text evidence to support their understanding of nonfiction text.	- I can use connected evidence to make an inference about what the author is trying to say. - I can use background knowledge to support my thinking about nonfiction text. - I can refer to the entire text to determine if my inference makes sense.

**Non-fiction focused*

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies key details to draw inferences from read-alouds and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.

Priority Standard	
6.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	
Learning Targets	Success Criteria
The student will determine the meaning of a word or phrase by using context clues, word parts, and resources when working with nonfiction text.	- I can identify context clues to support my thinking. - I can identify word parts. - I can use references such as a dictionary and other online tools

● The student will determine the connotative meaning of a word or phrase by using context clues when working with nonfiction text.	● I understand the difference between denotation and connotation. ● I can use context clues to determine the connotation of a word. ● I can use the connotation of a word to determine the meaning of a word or phrase.
● The student will determine the figurative meaning of a word or phrase by using context clues when working with nonfiction text.	● I understand the difference between literal and figurative language. ● I can identify the following types of figurative language: similes, metaphors, alliteration, hyperbole, onomatopoeia, idioms, and personification. ● I can use context clues to determine the meaning of figurative language. ● I can refer to the text to determine if the meaning I chose makes sense.

**Non-fiction focused*

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Determines the meaning of a word or phrase in read-aloud and/or oral discussions using context clues.	Verbalizes connotative, denotative, and figurative meanings of a word or phrase through peer discussions.	Analyzes a text to determine the connotative, denotative, and figurative meanings of word or phrase by using context clues.	Constructs a written response determining the meaning of a word or phrase based on context clues.

Priority Standard	
6.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	
Learning Targets	Success Criteria
● The student will explain the central/main idea(s) of nonfiction text.	● I can understand the difference between a topic and central/main idea. ● I can explain how to identify the central/main idea. ● I can analyze nonfiction text to determine the central/main idea.
● The student will use text evidence to support the development of the central/main idea.	● I can identify multiple details in nonfiction text that support the central/main idea. ● I can connect multiple details to explain how a central/main idea is developed.
● The student will summarize nonfiction text.	● I can explain the central/main idea. ● I can explain the key details that support the central/main idea. ● I can write a summary by combining the central/main idea and key details.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies key details to determine the central ideal from read-aloud and/or oral discussions.	Verbalizes the central idea using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine multiple key details and the central idea.	Constructs a summary using key details and the central ideal.

**Non-fiction focused*

Priority Standard

6.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

Learning Targets	Success Criteria
The student will analyze how the author's word choice contributes to meaning in nonfiction text.	- I can identify the connotation of words in a text. - I can explain how the connotation of a word and/or repetition contribute to the text
The student will analyze how figurative language contributes to meaning in nonfiction text.	- I can identify figurative language in text. - I can explain how the author's choice of figurative language contributes to the text
The student will analyze how the repetition of words or word sounds contributes to meaning in nonfiction text.	- I can identify repetitive words and/or word sounds in text. - I can explain how the author's choice of repetitive words and/or word sounds contributes to text.

**Non-fiction focused*

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies figurative language and repetitions of words and sounds in read-aloud and/or oral discussions.	Verbalizes how the author's word choice contributes to the text.	Identifies figurative language and repetitions of words and sounds in a text.	Explains how the author's word choice contributes to the text.

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's

craft analysis. Choose StudySync materials that offer SCAFFOLDING or ESL accommodated resources. (*Means shared ELA/Reading resource)

- StudySync stories that have ELD resources.
- History articles/text/nonfiction
- Epic
- Raz Kids
- Common Lit
- Content area text: ELA, Math, Science, Social Studies
- *Eleven by Sandra Cisneros (StudySync)
- *Hatshepsut: His Majesty, Herse (StudySync)
- *Margaret Bourke-White: Fearless Photographer (StudySync)
- *Donna O'Meara: The Volcano Lady (StudySync)
- *Hoot (StudySync)
- *Dare to Be Creative! (StudySync)
- *Heroes Every Child Should Know (StudySync)
- *Perseus (StudySync)
- Articles from Newsela (accessible in the Portal)
- Articles from Scholastic Scope (accessible through Library Media Specialist)

ELD Modifications:

Engaging Experience 1	
<u>Title:</u> Character Traits	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.1.A, 6.RI.1.B <u>WIDA Standards:</u> 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will cite text evidence to support my understanding of what the text says explicitly.	- I can identify important details in a story/graph/historical event. - I can connect multiple details and explain how these details are connected.
The student will make an inference by using my background knowledge and text evidence to support my understanding of text.	- I can use connected evidence to make an inference about what the author is trying to say. - I can use background knowledge to support my thinking. - I can refer to the entire story to determine if my inference makes sense.
The student will cite text evidence to support an understanding of what a nonfiction text says explicitly.	- I can identify important details in nonfiction text. - I can connect multiple details in nonfiction text and explain how these details are connected
The student will make an inference by using background knowledge and text evidence to support their understanding of nonfiction text.	- I can use connected evidence to make an inference about what the author is trying to say. - I can use background knowledge to support my thinking about nonfiction text. - I can refer to the entire text to determine if my inference makes sense.
The student will determine the meaning of a word or phrase by using context clues, word parts, and resources when working with nonfiction text.	I can use references such as a dictionary and other online tools

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will listen to a mini lesson about making inferences using background information and text evidence.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● Based on the text, I can infer _____. ● As read in the article, I can infer _____. ● From the graph, I can infer _____. ● According to the chart, I can infer _____.
<u>Instructional Notes:</u> ● The lesson should include information about making inferences using background knowledge and text evidence to support their inference. ● Suggested order of activities: Study, Do.

ELD Modifications:

Engaging Experience 2

<u>Title:</u> Types of Figurative Language		<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.1.B, 6.RL.2.C, 6.RI.1.B <u>WIDA Standards:</u> 1, 2, 3, 4, 5		
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	
The student will determine the figurative meaning of a word or phrase by using context clues.	- I understand the difference between literal and figurative language. - I can identify the following types of figurative language: similes, metaphors, alliteration, hyperbole, onomatopoeia, idioms, and personification. - I can use context clues to determine the meaning of figurative language. - I can refer to the text to determine if the meaning I chose makes sense.	
The student will analyze how figurative language contributes to meaning in a story.	- I can identify figurative language in a story. - I can explain how the author's choice of figurative language contributes to the story.	
The student will analyze how the repetition of words or word sounds contributes to meaning in a story.	- I can identify repetitive and/or word sounds in a story. - I can explain how the author's choice of repetitive and/or word sounds contributes to the story.	

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as a pre-teaching moment.	Students will listen to a mini lesson about different types of figurative language.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will share examples of figurative language as they are discussing each type.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- One example of a _____ (*figurative language*) I saw was _____.
- Another example of _____ is _____.
- This figurative language adds to the story because _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 3

<u>Title:</u> Denotation & Connotation (Fiction & Non-fiction)		<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.1.B, 6.RL.2.C, 6.RI.1.B, 6.RI.2.C <u>WIDA Standards:</u> 1, 2, 3, 4, 5		
<u>Learning Target(s):</u>		<u>Success Criteria:</u>
The student will determine the connotative meaning of a word or phrase by using context clues.	- I understand the difference between denotation and connotation. - I can use context clues to determine the connotation of a word. - I can use the connotation of a word to determine the meaning of a word or phrase.	
The student will analyze how the author's word choice contributes to meaning in a story.	- I can identify the connotation of words in a story. - I can explain how the connotation of a word contributes to the story.	
The student will determine the connotative meaning of a word or phrase by using context clues when working with nonfiction text.	- I understand the difference between denotation and connotation. - I can use context clues to determine the connotation of a word. - I can use the connotation of a word to determine the meaning of a word or phrase.	
The student will analyze how the author's word choice contributes to meaning in nonfiction text.	- I can identify the connotation of words in a text. - I can explain how the connotation of a word and/or repetition contribute to the text.	

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will listen to a mini lesson about denotation and connotation.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will share examples of connotative language as they are following along with the mini lesson.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● The word _____ has different meanings like _____ or _____. ● The author uses the word _____ to express _____. ● This word makes me feel _____. ● I can choose words like _____ to improve my writing.
<u>Instructional Notes:</u> ● During the lesson, include many examples of comparing two or three words and discuss the intensity level of each word. ● Students should understand that words have a positive, neutral, or negative undertone that helps us as readers determine the intent of the author's writing. ● Suggested order of activities: Study, Do, Share.

ELD Modifications:

Engaging Experience 4	
<u>Title:</u> Using Word Choice to Understand Text (Fiction & Nonfiction)	<u>Suggested Time Length:</u> 8 Blocks
<u>Priority Standard:</u> 6.RL.1.B, 6.RL.2.C, 6.RI.1.B, 6.RI.2.C <u>WIDA Standards:</u> 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will determine the meaning of a word or phrase by using context clues, word parts, and their resources.	- I can identify context clues to support my thinking. - I can identify word parts. - I can use references such as a dictionary and other online tools.
The student will determine the connotative meaning of a word or phrase by using context clues.	- I understand the difference between denotation and connotation. - I can use context clues to determine the connotation of a word. - I can use the connotation of a word to determine the meaning of a word or phrase.
The student will determine the figurative meaning of a word or phrase by using context clues.	- I understand the difference between literal and figurative language. - I can identify the following types of figurative language: similes, metaphors, alliteration, hyperbole, onomatopoeia, idioms, and personification. - I can use context clues to determine the meaning of figurative language. - I can refer to the text to determine if the meaning I chose makes sense.
The student will analyze how the author's word choice contributes to meaning in a story.	- I can identify the connotation of words in a story. - I can explain how the connotation of a word contributes to the story.
The student will analyze how figurative language contributes to meaning in a story.	- I can identify figurative language in a story. - I can explain how the author's choice of figurative language contributes to the story.
The student will analyze how the repetition of words or word sounds	- I can identify repetitive and/or word sounds in a story. - I can explain how the author's choice of repetitive and/or word sounds contributes to the story.

contributes to meaning in a story.	
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<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students use mentor texts to practice using the following reading skills to make inferences: • Background knowledge and text evidence • Figurative language • Connotative language Teacher reviews how a reader can use word choice to understand text.	Students will practice with small pieces of text to look for how author's use word choice to convey the meaning of the text.	Students will share and discuss how word choice helps convey a message.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: • Based on the context, the word ____ means _____. • One example of ____ (<i>figurative language</i>) is _____. • Based on the text, I can infer _____. • According to the reading, I predict _____.
<u>Instructional Notes:</u> • Students will practice analyzing authors' word choice to determine the meaning of text. • Suggested order of activities: Study, Read, Do, Share.

ELD Modifications:

Engaging Experience 5

<u>Title:</u> How to Determine the Central/Main Idea of Text (Fiction & Nonfiction)	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RI.1.D <u>WIDA Standards:</u> 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will explain the central/main idea(s) of nonfiction text.	- I can understand the difference between a topic and a central/main idea. - I can explain how to identify the central/main idea. - I can analyze nonfiction text to determine the central/main idea.
The student will use text evidence to support the development of the central/main idea.	- I can identify multiple details in nonfiction text that support the central/main idea. - I can connect multiple details to explain how a central/main idea is developed.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will listen to a mini lesson about determining the central/main idea of text.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will complete an Exit Ticket with the following prompts: 3 Things I Learned Today 2 Things I Found Interesting 1 Question I Still Have

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on the reading, the theme is _____.
- The theme is illustrated when _____.
- According to the text, the central idea is _____.
- The main idea is shown when _____.
- From the story, the main idea is _____.

Instructional Notes:

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

ELD Modifications:**Engaging Experience 6****Title:**

Determining Central/Main Idea of Text

Suggested Time Length:

9 Blocks

Priority Standard: 6.RI.1.D

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):**Success Criteria:**

- | | |
|---|---|
| <ul style="list-style-type: none">• The student will explain the central/main idea(s) of nonfiction text. | <ul style="list-style-type: none">• I can understand the difference between a topic and a central/main idea.• I can explain how to identify the central/main idea.• I can analyze nonfiction text to determine the central/main idea. |
| <ul style="list-style-type: none">• The student will use text evidence to support the development of the central/main idea. | <ul style="list-style-type: none">• I can identify multiple details in nonfiction text that support the central/main idea.• I can connect multiple details to explain how a central/main idea is developed. |

Read

Write/Speak

Study

Do

Share

NOTE TO INSTRUCTOR:

- **Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level.**
- **Plan activities to ensure the practice of all language domains using the sentence stems.**

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

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on the reading, the theme is _____.
- The theme is illustrated when _____.
- According to the text, the central idea is _____.
- The main idea is shown when _____.
- From the story, the main idea is _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 7

Title: Writing a Nonfiction Summary		Suggested Time Length: 1 Block
Priority Standard: 6.RI.1.D WIDA Standards: 1, 2, 3, 4, 5		
Learning Target(s):	Success Criteria:	
The student will explain the central/main idea(s) of nonfiction text.	- I can understand the difference between a topic and a central/main idea. - I can explain how to identify the central/main idea. - I can analyze nonfiction text to determine the central/main idea.	
The student will use text evidence to support the development of the central/main idea.	- I can identify multiple details in nonfiction text that support the central/main idea. - I can connect multiple details to explain how a central/main idea is developed.	
The student will summarize nonfiction text.	- I can explain the central/main idea. - I can explain the key details that support the central/main idea. - I can write a summary by combining the central/main idea and key details.	

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
Students will reread a one-page nonfiction article read previously in this unit.	Students will annotate the article, if this was not completed earlier in the unit.	Students will listen to a mini lesson about how to write an effective, concise nonfiction summary.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will write the summary on paper and confer individually with the teacher as a quick check-in to ensure understanding of this skill.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on the reading, the main idea is _____.
- One detail that supports that is _____.
- One topic of the main idea is _____.
- In the beginning, _____.
- Later, _____. Then, _____. Next, _____.
- At the end, _____.

Instructional Notes:

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

ELD Modifications:**Engaging Experience 8****Title:**

Nonfiction Summarizing

Suggested Time Length:

1 Block

Priority Standard: 6.RL.1.D**WIDA Standards:** 1, 2, 3, 4, 5**Learning Target(s):**

- The student will explain the central/main idea of nonfiction text.

Success Criteria:

- I can understand the difference between a topic and central/main idea.
- I can explain how to identify the central/main idea.
- I can analyze nonfiction text to determine the central/main idea.

The student will use text evidence to support the development of the central/main idea.	- I can identify multiple details in nonfiction text that support the central/main idea. - I can connect multiple details to explain how a central/main idea is developed.
The student will summarize nonfiction text.	- I can explain the central/main idea. - I can explain the key details that support the central/main idea. - I can write a summary by combining the central/main idea and key details.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
Students use mentor texts to write nonfiction summaries.	If not already completed in a prior Engaging Experience, students annotate the text looking for key details to include in their summary.	Teacher reviews how readers can determine what elements to include in their summary.	Students will practice with short articles, gradually progressing to lengthier articles, to determine the article's central/main idea.	Students will share their summaries for common text through a Schoology discussion board. (Suggestion: Set the discussion board up to where students aren't able to see their peers posts before they post their own response.)

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: - Based on the reading, the main idea is _____. - One detail that supports that is _____. - One topic of the main idea is _____. - In the beginning, _____. - Later, _____. Then, _____. Next, _____. - At the end, _____. - According to the text, the theme is _____. I know this because _____.

Instructional Notes:

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

Engaging Scenario

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

Engaging Scenario (3 blocks)

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

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

Ideas for instructing this Engaging Scenario could be to:

- Review multiple examples of One Pagers.
- Include optional templates/graphic organizers for student use (digital or paper).
- Provide choices of topics.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Making Inferences to Understand Literature	Mini Lesson <i>Notes in Reader's Notebook</i>	1 Block

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

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

Unit 4: Deep Reading with Fiction & Informational Texts

Subject: Reading

Grade: 6th

Name of Unit: Deep Reading with Fiction & Informational Texts

Length of Unit: 20 blocks

Overview of Unit: In this unit, students will learn how to compare and contrast opposing nonfiction texts to determine the author's purpose and perspective/point of view. Students will use inferencing strategies to determine how the author's word choice (connotative and figurative language) and presentation of information affects the overall meaning of the texts.

Priority Standards for unit:

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

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.
Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard			
6.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author develops the point of view of the narrator or speaker in a text.			
Learning Targets		Success Criteria	
• The student will explain how an author develops the narrator or speaker’s point of view (perspective) in a story.		• I can identify the point of the view in a story. • I can explain why the author chose a particular point of view. • I can support my conclusion about the author’s point of view by providing text evidence.	
<i>*Fiction focused</i>			
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies word choice of an author in read-aloud and/or oral discussions and how it contributes to their point of view.	Verbalizes how the author’s word choice contributes to the point of view in a story.	Identifies the point of view in a story supported by text evidence.	Explains how the author’s word choice contributes to their point of view.

Priority Standard			
6.RI.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Explain how an author's point of view or purpose is conveyed in a text.			
Learning Targets		Success Criteria	
• The student will explain how an author’s point of view (perspective) is conveyed in nonfiction text.		• I can identify the author’s point of the view (perspective). • I can explain how an author uses connotation and word choice to convey the point of view (perspective). • I can support my conclusion about the author’s point of view by providing specific text evidence.	
• The student will explain how an author’s purpose is conveyed in nonfiction text.		• I can identify the author’s purpose as persuade, inform, entertain, or reflect. • I can support my conclusion about the author’s purpose by providing text evidence.	
<i>*Non-fiction focused</i>			

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies word choice of an author in read-aloud and/or oral discussions and how it contributes to their point of view.	Verbalizes how the author's word choice contributes to the point of view in a text.	Identifies the point of view in a text supported by text evidence.	Explains how the author's word choice contributes to their point of view.

Priority Standard

6.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.

Learning Targets	Success Criteria
The student will determine if an author's claim is supported by relevant evidence in a text.	- I can identify the author's claim in a text. - I can analyze key details to determine if they are relevant to the author's claim.

**Non-fiction focused*

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies the author's argument and claims in a text or read-aloud.	Verbalizes an author's argument and claims in a text with peers and/or teacher.	Identifies the author's argument and claims in a text.	Constructs a written response analyzing key details and claims to determine an author's point of view.

Priority Standard

6.RI.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast one author's presentation of events with that of another.

Learning Targets	Success Criteria
The student will compare one author's presentation of events with that of another.	- I can identify the author's purpose and point of view (perspective). - I can analyze authors' purposes and points of view (perspectives) in order to explain their similarities and differences

**Non-fiction focused*

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies similarities and differences between authors' texts.	Articulates similarities and differences between authors' texts with peers and/or teacher.	Analyze two texts in order to compare the authors' purposes and points of few.	Construct a response comparing and contrasting the authors' purposes and points of view.

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

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

- StudySync stories that have ELD resources.
- History articles/text/nonfiction
- Epic
- Raz Kids
- Use additional resources in Math, Science, Social Studies

- *Priscilla and the Wimps (StudySync)
- *All Summer in a Day (StudySync)
- *Freedom Walkers: The Story of the Montgomery Bus Boycott (StudySync)
- *Letter to Xavier High School (StudySync)
- *Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 183-1970 (StudySync)
- *Podcast transcripts from [Smash Boom Best](#)
- Articles from Newsela (accessible in Portal)

ELD Modifications:

Engaging Experience 1	
Title: Author's Purpose for Writing	Suggested Time Length: 1 Block
Priority Standard: 6.RI.2.B WIDA Standards: 1, 2, 3, 4, 5	
Learning Target(s):	Success Criteria:
● The student will explain how an author's purpose is conveyed in nonfiction text..	● I can identify the author's purpose as persuade, inform, entertain, or reflect. ● I can support my conclusion about the author's purpose by providing text evidence.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will listen to a mini lesson about author's purpose.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will share examples of author's purpose as they follow along with the mini lesson.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on the reading, the author's purpose is _____.
- In my opinion, the author's purpose is _____.
- The author's purpose can be seen when _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 2	
<u>Title:</u> Author's Point of View/Perspective	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.2.B, 6.RI.2.B <u>WIDA Standards:</u> 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	- I can identify the point of the view in a story. - I can explain why the author chose a particular point of view. - I can support my conclusion about the author's point of view by providing text evidence.
The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	- I can identify the author's point of the view (perspective). - I can explain how an author uses connotation and word choice to convey the point of view (perspective). - I can support my conclusion about the author's point of view by providing specific text evidence.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will listen to a mini lesson about author's point of view. Teacher will demonstrate this skill by using a nonfiction mentor text read in Unit 2.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	Students will contribute to a Padlet by sharing their thoughts about the point of view of another common text read in Unit 2.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The point of view used by the author is _____.
- The author used this point of view because _____.
- The author used words like _____ and _____ to support their perspective.
- The POV of the story is _____. I know this because _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 3

Title:

Writing Strategies & Author's Tone

Suggested Time Length:

1 Block

Priority Standard: 6.RL.2.B, 6.RI.2.B, 6.RL.2.D

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):**Success Criteria:**

- | | |
|---|--|
| <ul style="list-style-type: none">• The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story. | <ul style="list-style-type: none">• I can identify the point of the view in a story.• I can explain why the author chose a particular point of view.• I can support my conclusion about the author's point of view by providing text evidence. |
| <ul style="list-style-type: none">• The student will explain how an author's point of view (perspective) is conveyed in nonfiction text. | <ul style="list-style-type: none">• I can identify the author's point of the view (perspective).• I can explain how an author uses connotation and word choice to convey the point of view (perspective).• I can support my conclusion about the author's point of view by providing specific text evidence. |
| <ul style="list-style-type: none">• The student will explain how an | <ul style="list-style-type: none">• I can identify the author's purpose as persuade, inform, entertain, or reflect. |

author's purpose is conveyed in nonfiction text.	I can support my conclusion about the author's purpose by providing text evidence.
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<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will listen to a mini lesson about writing strategies that authors use to convey their purpose and perspective. Students will learn about tone and how it affects the reader's understanding of the author's purpose and perspective. Teacher will demonstrate this skill by using a nonfiction mentor text read in Unit 2 or a new text.	Students will take notes in their Reader's Notebook by following along with the mini lesson.	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: - Based on the text, the author's purpose was _____. - According to the reading, the purpose was _____. One detail that supports this is when _____.

- The author persuaded/informed/entertained/reflected to the reader when they wrote _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 4	
<u>Title:</u> Unit 2 Skills Anchor Chart	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.2.B, 6.RI.2.B, <u>WIDA Standards:</u> 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
• The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	• I can identify the point of the view in a story. • I can explain why the author chose a particular point of view. • I can support my conclusion about the author's point of view by providing text evidence.
• The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	• I can identify the author's point of the view (perspective). • I can explain how an author uses connotation and word choice to convey the point of view (perspective). • I can support my conclusion about the author's point of view by providing specific text evidence.
• The student will explain how an author's purpose is	• I can identify the author's purpose as persuade, inform, entertain, or reflect. • I can support my conclusion about the author's purpose by providing text

conveyed in nonfiction text.	evidence.
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<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.		Students will create a poster on construction paper that shows their understanding of the following Unit 3 reading skills: ● Author's Purpose ● Point of View/ Perspective ● Author's Tone Writing Strategies	Students will display their posters in the hall and/or classroom.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● Based on the text, the author's purpose was _____. ● According to the reading, the purpose was _____. One detail that supports this is when _____. ● The author persuaded/informed/entertained/reflected to the reader when they wrote _____. ● The tone of the reading is _____ because _____. ● Based on paragraph/page ____, the tone is _____ since _____.
<u>Instructional Notes:</u> ● The posters should be well organized and visually attractive. ● Students will need a rubric that identifies how the poster will be graded.

ELD Modifications:

Engaging Experience 5	
<u>Title:</u> Unit 3 Skills Assessment	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.2.B, 6.RI.2.B <u>WIDA Standards:</u> 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	- I can identify the point of the view in a story. - I can explain why the author chose a particular point of view. - I can support my conclusion about the author's point of view by providing text evidence.
The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	- I can identify the author's point of the view (perspective). - I can explain how an author uses connotation and word choice to convey the point of view (perspective). - I can support my conclusion about the author's point of view by providing specific text evidence.
The student will explain how an author's purpose is conveyed in nonfiction text.	- I can identify the author's purpose as persuade, inform, entertain, or reflect. - I can support my conclusion about the author's purpose by providing text evidence.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC,	Think/pair/share about reading. Connect to the day's topic as pre-		Students will complete a short assessment to	

library book, or complete a session on Imagine Learn	teaching moment.		show their understanding of: ● Author's Purpose ● Point of View/ Perspective ● Author's Tone ● Writing Strategies	
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on the text, the author's purpose was _____.
- According to the reading, the purpose was _____. One detail that supports this is when _____.
- The author persuaded/informed/entertained/reflected to the reader when they wrote _____.
- The tone of the reading is _____ because _____.
- Based on paragraph/page ____, the tone is _____ since _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 6	
<u>Title:</u> Exploring Fiction Text for Author's Purpose, Point of View/Perspective, and Writing Strategies	<u>Suggested Time Length:</u> 4 Blocks
<u>Priority Standard:</u> 6.RL.2.B <u>WIDA Standards:</u> 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	- I can identify the point of the view in a story. - I can explain why the author chose a particular point of view. - I can support my conclusion about the author's point of view by providing text evidence.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
Students will read a short story. *Note: This Engaging Experience relates to only fiction text.	Students will write responses for each Unit 3 reading skill: - Author's Purpose - Point of View/Perspective	Students will analyze the short story thinking about how the author conveyed their purpose and perspective.	Students should be provided a template to use while they are learning this skill. The template should include sentence starters students can follow to ensure they are including all required information.	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The point of view used by the author is _____.
- The author used this point of view because _____.
- The author used words like _____ and _____ to support their perspective.
- The POV of the story is _____. I know this because _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 7

Title:

Exploring Nonfiction Text for Author's Purpose, Author's Point of View/Perspective, Author's Tone, and Writing Strategies

Suggested Time Length:

1 Block

Priority Standard: 6.RI.2.B

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):**Success Criteria:**

- | | |
|--|--|
| <ul style="list-style-type: none">• The student will explain how an author's point of view (perspective) is conveyed in nonfiction text. | <ul style="list-style-type: none">• I can identify the author's point of the view (perspective).• I can explain how an author uses connotation and word choice to convey the point of view (perspective).• I can support my conclusion about the author's point of view by providing specific text evidence. |
| <ul style="list-style-type: none">• The student will explain how an author's purpose is conveyed in nonfiction text. | <ul style="list-style-type: none">• I can identify the author's purpose as persuade, inform, entertain, or reflect.• I can support my conclusion about the author's purpose by providing text evidence. |

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Students will read a nonfiction article, watch a video (TedTalk, etc.), or use an infographic to analyze the text. *Note: This Engaging Experience relates to only nonfiction text.	Students will write responses for each Unit 3 reading skill: ● Author's Purpose ● Point of View/ Perspective ● Author's Tone ● Writing Strategies		Students will analyze the nonfiction text to identify and explain the: ● Author's Purpose ● Point of View/ Perspective ● Author's Tone ● Writing Strategies	Students will share their responses for each Unit 3 reading skill in a variety of ways throughout each six blocks. Suggestions include: ● Discussion Board ● Table Groups ● Partner ● Whole Class Discussions ● Padlet ● Anchor Charts (located around the room - each anchor chart is for only one skill)

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The point of view used by the author is _____.
- The author used this point of view because _____.
- The author used words like _____ and _____ to support their perspective.
- The POV of the story is _____. I know this because _____.
- Based on the reading, the tone is _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 8

<u>Title:</u> Identifying Claims and Evidence in Text		<u>Suggested Time Length:</u> 2 blocks
<u>Priority Standard:</u> 6.RL.2. D, 6.RI.3.B <u>WIDA Standards:</u> 1, 2, 3, 4, 5		
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	
The student will compare and contrast one author's presentation of events with that of another.	- I can identify the author's purpose and point of view (perspective). - I can analyze authors' purposes and points of view (perspectives) in order to explain their similarities and differences.	
The student will determine if an author's claim is supported by relevant evidence in a text.	- I can identify the author's claim in a text. - I can analyze key details to determine if they are relevant to the author's claim.	

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Students will read argumentative text. Students could use videos (TedTalks) of speakers that fit the argumentative style of writing/	Teacher leads a mini lesson about claims and how to determine evidence that supports the author's claim.	Students take notes about claims and evidence in their Reader's Notebooks.	Students examine text or videos to identify the claim, evidence that supports the claim, and supporting reasons.	Students could share out through class debates about a topic. You could form a group of three or four students and have the group discuss the text or video,

presentation. Students could have an option to choose from three different texts to help them stay engaged.				identify the claim, note the text evidence that supports the claim, and supporting reasons for their answers.
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on the text, the speaker is pro/con _____ (claim). According to paragraph/page ____, the writer states _____.
- It is my belief that _____.
- From my perspective, I feel strongly that _____.

Instructional Notes:

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

ELD Modifications:

Engaging Experience 9	
<u>Title:</u> Analyzing Text for Unit 3 Skills	<u>Suggested Time Length:</u> 6 Blocks
<u>Priority Standard:</u> 6.RL.2.B, 6.RI.2.B <u>WIDA Standards:</u> 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will explain how an author develops the narrator or speaker's point of view (perspective) in a story.	- I can identify the point of the view in a story. - I can explain why the author chose a particular point of view. - I can support my conclusion about the author's point of view by providing text evidence.
The student will explain how an author's point of view (perspective) is conveyed in nonfiction text.	- I can identify the author's point of the view (perspective). - I can explain how an author uses connotation and word choice to convey the point of view (perspective). - I can support my conclusion about the author's point of view by providing specific text evidence.
The student will explain how an author's purpose is conveyed in nonfiction text.	- I can identify the author's purpose as persuade, inform, entertain, or reflect. - I can support my conclusion about the author's purpose by providing text evidence.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Students will read various fiction and nonfiction texts.	Student will write their responses identifying and explaining the	Students may use their Reader's Notebook notes to review each Unit	Students will annotate text as they read looking for evidence that	There are a variety of ways students could share their work with the

	following Unit 3 reading skills of each text: • Author's Purpose • Point of View/ Perspective • Author's Tone • Author's Writing Strategies	3 reading skill.	helps support the: • author's purpose • point of view/ perspective • author's tone • author's writing strategies	teacher and their peers: • Discussion Boards • Google Slides • Graphic Organizers • Google Form • Table Discussions • Group Rotations There are also many other ways students could share their thinking.
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The point of view used by the author is _____.
- The author used this point of view because _____.
- The author used words like _____ and _____ to support their perspective.
- The POV of the story is _____. I know this because _____.
- Based on the reading, the tone is _____.

Instructional Notes:

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

Engaging Scenario

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

Engaging Scenario (4 blocks)

Think of a topic you enjoy learning about. You will compare two author's presentation of events with that of another about the same topic. For example, you could compare:

- Nonfiction Text and a TedTalk
- Biography and an Autobiography (same person)
- Nonfiction Text and Fiction Text
- Short Story and Nonfiction Text
- Nonfiction Text and a YouTube Video

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

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

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

Choose how you want to present your information. Choices to consider could be:

- Infographic
- One-Pager

Ideas for instructing this Engaging Scenario could be to:

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

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Author's Purpose for Writing	Mini Lesson <i>Notes in Reader's Notebook</i> - Students will: - take notes about why an author write a particular text. (persuade, inform, explain, reflect). - understand how identifying the author's purpose when reading text helps them as readers to understand the deeper meaning of text.	1 Block
Author's Point of View/ Perspective	Mini Lesson <i>Notes in Reader's Notebook</i> - Students will: - take notes to define the meaning of point of view/perspective. - understand that authors choose a particular point of view/perspective for the writing to affect the reader in some way. - recognize the importance of analyzing text to determine the author's point of view/perspective	1 Block
Writing Strategies & Author's Tone	Mini Lesson <i>Notes in Reader's Notebook</i> - Students take notes about how authors use various writing strategies to convey their purpose and point of view. Some writing strategies to include are: - Connotative and Figurative Language - Text Features - Text Structures - Data and Facts - Quotes - Anecdotes - Students learn how an author's tone is important for a reader to notice and they	1 Block

	understand the effect tone has in their writing.	
Unit 2 Skills Anchor Chart	Anchor Chart - Students will create a poster on construction paper that shows their understanding of the following Unit 3 reading skills: - Author's Purpose - Point of View/Perspective - Author's Tone - Writing Strategies - The poster should be organized and be visually attractive. - Consider hanging some (or all) of the posters in the classroom or in the halls.	2 Blocks
Unit 3 Skills Assessment	Student Understanding Check-In Quiz - Students will show their understanding of how to identify the: - author's purpose - point of view/perspective - author's tone - writing strategies. This quiz should be basic information about each reading skill. A short piece of nonfiction text (one or two pages) could also be used if desired.	1 Block
Exploring Fiction Text for Author's Purpose, Point of View/Perspective, and Writing Strategies (<i>Fiction</i>)	Workshop Practice - Students will: - read a short story. - analyze the short story to determine the author's purpose and point of view/perspective. - Provide text details to support their thinking.	4 Blocks
Exploring Nonfiction Text for Author's Purpose, Point of View/Perspective, and Writing Strategies (<i>Nonfiction</i>)	Workshop Practice - Students will: - Read a nonfiction article, watch a video (TedTalk), or analyze information in an Infographic. - Analyze the article to determine the author's purpose, point of view/perspective, and the writing	6 Blocks

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

Unit 5: Culminating Unit

Subject: Reading

Grade: 6th

Name of Unit: Culminating Unit

Length of Unit: 10 blocks

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

Priority Standards for unit:

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

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.
Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard			
6.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Targets		Success Criteria	
The student will cite text evidence to support my understanding of what the text says explicitly.		● I can identify important details in a story. ● I can connect multiple details and explain how these details are connected.	
The student will make an inference by using my background knowledge and text evidence to support my understanding of text.		● I can use connected evidence to make an inference about what the author is trying to say. ● I can use background knowledge to support my thinking. ● I can refer back to the entire story to determine if my inference makes sense.	
*Fiction focused			
Listening	Speaking	Reading	Writing
Identifies key details to draw inferences from read-aloud and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or story through oral discussions.	Analyzes a story to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.

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

**Non-fiction focused*

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies key details to draw inferences from read-aloud and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

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

- StudySync stories that have ELD resources.
- Epic
- Raz Kids
- Articles from Newsela (accessible in Portal)
- ReadWorks
- TweenTribune
- CommonLit
- Charity Websites

ELD Modifications:

Engaging Experience 1	
<u>Title:</u> Choosing a Topic and Book	<u>Suggested Time Length:</u> 1 Block
<u>Priority Standard:</u> 6.RL.1.A, 6.RI.1.A <u>WIDA Standards:</u> 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will cite text evidence to support my understanding of what the text says explicitly.	- I can identify important details in a story. - I can connect multiple details and explain how these details are connected.
The student will make an inference by using my background knowledge and text evidence to support my understanding of text.	- I can use connected evidence to make an inference about what the author is trying to say. - I can use background knowledge to support my thinking. - I can refer to the entire story to determine if my inference makes sense.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Students will brainstorm topics to focus on for their Unit Project.		Students will research and select a fiction book that relates to their chosen topic. Students will locate their chosen fiction book.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- I'm choosing this book because _____.
- This book connects to my topic because _____.

Instructional Notes:

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

ELD Modifications:**Engaging Experience 2****Title:**

Unit Project Goals & Expectations

Suggested Time Length:

1 Block

Priority Standard: 6.RL.1.A, 6.RI.1.A

WIDA Standards:

Learning Target(s):**Success Criteria:**

- The student will cite text evidence to support my understanding of what the text says explicitly.

- I can identify important details in a story.
- I can connect multiple details and explain how these details are connected.

- The student will make an inference by using my background knowledge and text evidence to support my understanding of text.

- I can use connected evidence to make an inference about what the author is trying to say.
- I can use background knowledge to support my thinking.
- I can refer to the entire story to determine if my inference makes sense.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	● Students will be reading their chosen book for the project.		● Students will learn the expectations for the Unit Project and make personal goals to help them be successful.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● So far in my book, _____. ● From my book, the protagonist is _____. The antagonist seems to be _____ because _____. ● The conflict of my book so far is _____.
<u>Instructional Notes:</u> ● Students will learn the expectations for the Unit Project and make personal goals to help them be successful. ● Students should begin reading and taking notes in their Reader's Notebook or other type of graphic organizer. Notes to consider are key details that might be important for the completion of this Culminating Unit Project, including the plot with respect to how the character(s) change throughout the story.

ELD Modifications:

Engaging Experience 3	
<u>Title:</u> Focus on Reading	<u>Suggested Time Length:</u> 3 Blocks

Priority Standard: 6.RL.1.A, 6.RI.1.A

WIDA Standards:

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

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Students will read their chosen book for the project.		Students will learn various strategies for summarizing their daily reading and/or taking notes.	Students will use one of the strategies learned in the "Study" section to complete each day of their reading.	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

Instructional Notes:

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

ELD Modifications:

Engaging Experience 4

Title:

Culminating Project Research

Suggested Time Length:

1 Block

Priority Standard: 6.RL.1.A, 6.RI.1.A

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):**Success Criteria:**

- The student will cite text evidence to support my understanding of what the text says explicitly.

- I can identify important details in a story.
- I can connect multiple details and explain how these details are connected.

- The student will make an inference by using my background knowledge and text evidence to support my understanding of text.

- I can use connected evidence to make an inference about what the author is trying to say.
- I can use background knowledge to support my thinking.
- I can refer to the entire story to determine if my inference makes sense.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
● Students will read their chosen book for the project. ● Students will read various articles related to the book's topic.	● Students should take notes about key details of the article/media chosen.		● Students will research their topic to identify a nonfiction article, TedTalk, etc. to compare and contrast with their fiction book.	● Students will share their article/media with the teacher and discuss how it relates to their book they read.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● One key detail is _____. ● It is important to remember _____. ● The articles are similar because _____. Another idea they share is _____. ● These articles differ in that one says _____ while another states _____. ● Another difference is _____.
<u>Instructional Notes:</u> ● Differentiation - Some students may find it helpful to have a “bank” of articles/media to select from. This could help some students reduce the amount of time used for researching and instead allow more time for the creation of the final project.

Engaging Scenario

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

Engaging Scenario (4 blocks)

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

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

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

Items to compare and contrast include:

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

Ideas for instructing this Engaging Scenario could be to:

- Review examples of fiction and nonfiction texts with similar views
- Include various options for the presentation of information demonstrating the students' understanding of the text.
- Provide choices of nonfiction topics and fiction books that encompasses a similar topic

Topics to consider could be:

- Social Emotional Learning
 - Depression
 - Grief
 - Anxiety
 - Overcoming obstacles
- Real world issues (humanitarian topics, charities)

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

Summary of Engaging Learning Experiences & Scenario(s)

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