

Overview - Grade 6 ELA Curriculum Map

Floyd County Schools

2014-2015

Kentucky Core Academic Standards Curriculum Framework

The Curriculum Framework correlates the four units with all of the ELA standards (reading, writing, speaking and listening, and language) in an easy to read chart that outlines the scope and sequence of the standards. This framework provides a continual focus on the Ongoing Standards (see below) to ensure all students have solid instruction in all ELA standards.

Curriculum Map Overview

The Floyd County Schools Curriculum Maps are a tool for teachers to use to guide planning and instruction as they implement the Kentucky Core Academic Standards. The curriculum is divided into four instructional units that include specific “focus” standards to guide the planning process. Instructional units are anchored by a “Big Idea” question and include suggested passages from the Holt, McDougal, and other texts and resources that support this idea.

Flexibility

The design of the curriculum maps allows teacher flexibility in making adjustments in teaching in response to the needs of students and fill instructional gaps. Planning suggestions are included to provide guidance in the planning process and pacing. Teachers have the freedom to make adjustments in response to the needs of their students. The use of the curriculum maps ensures that all ELA grade-level standards are addressed to make certain that students are on track toward mastery of the grade-level standards. In addition to the focus standards, each curriculum map includes active links to instructional resources, including texts and lessons to aid teachers in the planning process.

Resources Embedded in the Curriculum Maps

- Sample Writing in Response to Reading performance tasks to formatively assess student progress toward mastery of ELA standards.
- Sample instructional activities and Literacy Design Collaborative (LDC) Template Tasks
- Hyperlinks to instructional resources that align to and support instruction on specific standards (e.g., Achievethecore.org)
- Hyperlinks to digital texts and media options connected to the suggested text selections
- Close Reading Lessons, Higher Order Questions, and Exemplar lessons

These lessons, created by and for teachers, using texts from the current literature anthologies, follow the CCSS approach to close reading with text-dependent questions. Lessons span multiple days and incorporate writing to further students understanding of the content/topic and standards.

These components help to clarify the intended learning required by the ELA Kentucky Core Academic Standards and provide the content and resources to assist teachers with lesson planning and formative assessment of student learning. Teachers will continue to use the current literature anthologies (e.g., Holt, McDougal, Prentice Hall) and supplemental text resources (e.g., *Scholastic magazines*) as sources for texts; however, additional online text resources focused on a common topic or theme have been added as well as links to teacher-created or discovered resources to support student learning. Because the current literature series were developed long before the adoption

of KCAS, teachers should not rely on the teacher materials to guide planning. Rather than follow prescribed lessons included in the series, teachers should review instructional materials for alignment and correlation to the grade-level standards. Refer to *Text Dependent Question Resources* on Achievethecore.org for help in understanding text-dependent questions, evaluating existing questions from current resources, or for drafting new questions around existing texts. All available resources should be considered tools to support planning and delivery of highly effective instruction and student learning.

At-A-Glance Curriculum Maps

The At-A-Glance Curriculum Maps provide administrators, teachers, and parents with a satellite view of the focus standards that will be addressed in each instructional cycle for the entire year. The maps include the writing focus for each grading period and suggested assessments to monitor students’ progress toward mastery of the standards. The At-A-Glance Maps are a good tool for administrators, teachers, parents and students to track the standards as they are introduced and visited throughout the year.

INSTRUCTIONAL EXPECTATIONS

Ongoing Standards

While all maps have focus standards for each unit, Ongoing KCAS Standards are part of ongoing instruction. These standards are to be integrated into instruction and reinforced continually throughout the entire school year. In addition, these standards and previously taught standards may appear on **ANY** ELA diagnostic or proficiency assessment.

Strand	Reading Literature and Informational	Writing	Language	Speaking and Listening
Ongoing KCAS Standards	1 – cite textual evidence/make inferences 2 -- determine theme/central idea, objective summary 3 – analyze how individuals, events and/or ideas develop and interact in text 4 – determine meanings of words and phrases 10 – range of reading	4 – clear, coherent writing to task 5 – writing process 9 – draw evidence to support 10 – range of writing	1, 2 – conventions of standard English in writing and speaking *Refer to progressions for interventions – achieve mastery by end of year. 4, 5, 6 – vocabulary acquisition and use.	1 – prepare and participate 2 – integrate and evaluate information presented

Writing Portfolio

Senate Bill 1 requires that all students maintain a Writing Portfolio that reflects their interest and growth over time. Portfolios must follow students from grade to grade and school-to-school from grades K -12. Floyd County Schools’ student portfolios should reflect writing beyond showcase pieces and demonstrate Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication across all disciplines. Refer to the School-wide Writing Program for detailed information on specific requirements.

Writing On-Demand

Students need to routinely experience writing for different purposes and for different lengths of time and be able to write in response to a prompt using one of three modes of writing: Narrative, Informational/Explanatory, or Argument. Most prompts provide the situation and the topic, but students develop the ideas. In the case of argument, students must make and support claims with sound reasoning and relevant evidence. Students must plan and organize ideas quickly, using revision and editing skills **during** the drafting process. A sampling of the task types they will encounter on the On-Demand portion of the K-PREP Assessment and the Kentucky On-Demand Scoring Rubric can be found on the District website and from the KDE resources page.

- Stand Alone Writing Task: 40 minute time frame
- Passage Based Writing Task: 90 minute time frame

Independent Reading Builds Reading Skill

Allow students to develop, revisit, and revise personal reading goals to gradually increase the length and complexity of what they read, moving toward the grade 6 - 8 text complexity band. During independent reading time, conduct one-on-one conferences with students to monitor and provide feedback on **Student-Developed Reading Plans** (<http://www.readwritethink.org/classroom-resources/lesson-plans/developing-reading-plans-support-836.html>). Use information gleaned from conferences to identify students' reading interests and guide students in making book selections. To view models of conferencing, go to: **Setting Reading Goals** (Teaching Channel), **One-On-One Reading Conferences** (Teaching Channel) **Conferring with Student** (YouTube).

Vocabulary

Comprehending complex text requires an extensive knowledge of academic vocabulary. Regular exposure to words with multiple meanings and words that are found across many domains is essential in building students' overall knowledge base. At all levels, students need to grow their vocabulary through a volume of reading experiences, both shared and independent. Being intentional about teaching vocabulary (including Greek and Latin Roots) and the nuances of language will better prepare students to enter difficult texts and provide them with the skills for extracting new knowledge from the printed page. SAT/ACT prep words and Marzano's Vocabulary are also strong resources to complement the curriculum.

Danielson Framework for Teaching

Floyd County Schools Curriculum Maps support teachers in planning and preparation for instruction. Therefore, these documents provide support for teachers in the following areas of the Framework for Teaching:

- Domain 1 - Planning and Preparation Components A, C, D, E, F
- Domain 3 - Instruction Components A i; C i, iii, iv, and D i, ii

Grade 6 ELA Curriculum Map

Floyd County Schools

Unit 1

Big Idea— What Is My Role in the Learning Community?

OVERVIEW

During the first nine weeks sixth graders entering middle school are beginning a new, exciting, and sometimes overwhelming experience may be unsure of their role in developing the learning community. Spend time developing routines and procedures to develop an atmosphere that promotes a sense of acceptance and belonging that encourages students to be active readers and writers. During this instructional cycle, students read a variety of genres and respond to text dependent questions citing textual evidence to support thinking and use information from text to determine a theme or central idea in literature and informational texts. They engage in various forms of discussion that address the Speaking and Listening standards. Students provide summaries of texts distinct from personal opinions and use the Literacy Notebook to record their thinking—how plot unfolds in a series of episodes, how characters respond to the plot, and how specific word choice impacts meaning and tone. Students explore and develop ideas (seeds) for writing narratives, both real and imagined, and apply conventions of Standard English in written work. Students use technology for research and to produce, publish, and present ideas.

WRITING FOCUS

Narrative Writing – Narrative writing conveys experience, either real or imagined, and can be used for many purposes (i.e., to inform, instruct, persuade or entertain). Narratives can take many forms beyond the personal narrative, such as creative/historical fictional stories, memoirs, anecdotes and autobiographies. As students progress, they learn how to combine the elements of different kinds of writing to produce complex and nuanced writing.

- Narrative, defined (Appendix A, p. 112)
- Narrative, Writing Samples (KCAS Binder, Appendix C. Table of Contents, p. 172)
- <http://www.livebinders.com/play/play?id=1440305>

FORMATIVE ASSESSMENT:

WRITING IN REPOSE TO READING: SAMPLE PERFORMANCE TASKS

Performance tasks further clarify the meaning of the Standards and illustrate specifically the application of the Standards to texts of sufficient complexity, quality, and range. See additional examples of performance tasks in Kentucky Core Academic Standards Binder, Appendix B.

Teachers are encouraged to develop other performance tasks using excerpts from the exemplar libraries:

- Students cite specific textual evidence as well as draw inferences about Rachel Cisneros' "Eleven" to *support their analysis* of her feelings about the red sweater. Essays should be written for an audience that is familiar with the story and should follow the conventions of Standard English. (RL.6.1, W.6.1 a-b, L.6.2) (*Holt* and *McDougal*)
- Identify specific examples of how Lensey Namioka uses events and language to develop the conflict in the short story "The All American Slurp." Essays should be written for an audience familiar with the text and follow the conventions of Standard English. (RL.6.1, RL.6.3, RL.6.4, W.6.4, L.6.2)
- After reading "The Fun They Had" (*McDougal*, p.575) and "The Sand Castle" (*McDougal*, p. 581), write a literary review comparing and contrasting the settings for these stories and how they impact understanding of the plot. Include how the author's use of structure and intentional choice of words help to develop the setting. Essays should be written following the conventions of Standard English. (RL.6.5, RL.6.9, W.6.4, W.6.9, L.6.2)
- Students provide a summary distinct from personal opinions or judgments of "Everybody is Different, but the Same, Too" (*Holt*, 239). Determine how the central idea is conveyed through particular details. Essays should be written for an audience that is familiar with the text and should follow the conventions of Standard English. (RI.6.2, W.6.1a-b, L.6.2)

COMMON ASSESSMENTS

Refer to the District Calendar for assessment timelines. Use common assessments to formatively assess students' understanding of content and writing skills. Use the data from this analysis for instructional planning and to guide and involve students in setting goals. Regroup students as needed for intervention to address gaps in learning.

FOCUS STANDARDS AND LEARNING TARGETS

READING STANDARDS	
KEY IDEAS AND DETAILS	LEARNING TARGETS
LITERATURE	I can...
RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> * define textual evidence (“word for word” support).. * define inference and explain how a reader uses textual evidence to reach a logical conclusion (“Based on what I’ve read, it’s most likely true that....”). * read closely and find answers explicitly in the text (right there answers) and answers that require an inference. * analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions.
RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> * define theme (a central idea or lesson the author is revealing – <i>Honesty is the best policy.</i>) * analyze plot (the events that happen) to determine a theme (author’s overall message). * define summary (a shortened version of the text that states its key points). * compose a summary stating the key points of the text without adding my own opinions or feelings.
RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> * identify the elements of plot structure (exposition, rising action, climax, falling action, and resolution). * explain how plot is developed by key events and episodes experienced by the characters. * determine qualities of characters in a text based on an author’s direct (quality is stated) and indirect (quality is inferred based on what they say, what they do, what they feel, what they think, and what other characters think and say about them) characterization. * distinguish between a static (qualities and responses stay the same) and dynamic (qualities and responses change based on events) character. * explain how dynamic characters change as the plot moves toward a resolution.
INFORMATIONAL	I can...
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> * define textual evidence (“word for word” support). * define inference and explain how a reader uses textual evidence to reach a logical conclusion (“Based on what I’ve read, it’s most likely true that....”). * read closely and find answers explicitly in text and answers that require an inference. * analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions.
RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> * define central idea (main point in a text). * analyze a text and determine how an author’s use of details conveys (makes known) the central idea. * define summary (a shortened version of the text that states its key points). * compose a summary stating the key points of the text without adding my own opinions or feelings.
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and	* distinguish which individual(s), event(s), and/or idea(s) are key (must be included) for the text to

elaborated in a text (e.g., through examples or anecdotes).	<p>be valid.</p> <ul style="list-style-type: none"> * explain how an author's use of examples and/or anecdotes (short stories) informs the reader about individual(s), event(s), and/or idea(s). * analyze how an author's choice of details and anecdotes about individual(s), character(s), and/or event(s) impacts the text.
CRAFT AND STRUCTURE	LEARNING TARGETS
LITERATURE	I can...
<p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> * define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). * distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). * recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). * analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader.
<p>RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<ul style="list-style-type: none"> * locate textual evidence ("word for word" support) that supports the central idea of a text. * analyze text and determine the author's purpose for including a particular sentence, paragraph, chapter, or section. * recognize how a particular sentence, paragraph, chapter, or section contributes to the overall text and its meaning.
INFORMATIONAL	I can...
<p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> * define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). * distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). * recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). * recognize words that have technical meaning and understand their purpose in a specific text (e.g., "stem" in an article about flowers versus "stem" in an article about cell research). * analyze why authors use words and phrases (tone) to create an overall meaning and mood for the reader.
INTEGRATION OF KNOWLEDGE AND IDEAS	LEARNING TARGETS
LITERATURE	I can...
To be introduced during the third grading period.	
INFORMATIONAL	I can...
<p>RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> * identify claims that are supported by fact(s) and those that are opinion(s). * evaluate an argument using the evidence an author provides.
WRITING STANDARDS	
TEXT TYPES AND PURPOSES	LEARNING TARGETS
	I can...

<p>W.6.1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<ul style="list-style-type: none"> * support my claim/answer with textual evidence (“word for word” support) from the text. * support my argument or reason for my answer in an appropriate style using evidence from the text that demonstrates my understanding of the topic and/or the text.
<p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 5. Provide a conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> * define narrative and describe the basic parts of plot structure (exposition, rising action, climax, falling action, and resolution). * engage the reader by introducing the narrator (first, second or third person), characters, setting, and the event that starts the story in motion. * use narrative techniques (dialogue, pacing, and description) to develop a story line where one event logically leads to another. * use descriptive words and sensory details to help my reader understand the experiences and events (create mind pictures). * use transition words, phrases, and clauses to signal changes in time and place. * write a conclusion that provides a sense of closure (ties up all loose ends and leaves the reader satisfied).

LANGUAGE STANDARDS	
Conventions of Standard English	LEARNING TARGETS
	<i>I can...</i>
<p>L.6.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<ul style="list-style-type: none"> * define pronoun as a word that takes the place of one or more nouns. * identify the antecedent of a pronoun (word or group of words a pronoun replaces). * identify intensive pronouns (a pronoun that ends in <i>–self</i> or <i>–selves</i> that emphasizes its antecedent) and use them correctly in my writing and speaking. * identify when a pronoun and its antecedent do not match * identify and correct a vague antecedent (<i>The phone was in my backpack, but now it’s gone. What’s missing, the phone or the backpack?</i>). * identify and correct misuses of pronouns in my own and other’s work.
<p>L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. b. Spell correctly. 	<ul style="list-style-type: none"> * determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence). * define nonrestrictive elements (extra information that does not affect the meaning of the sentence, e.g., <i>Mrs. Jones, my teacher, assigned homework.</i>) and restrictive elements (extra information that does affect the meaning of the sentence, e.g., <i>Mrs. Jones who had a heart attack left in an ambulance.</i>). * use parenthetical elements (interrupters, e.g., <i>at any rate, in my opinion, nevertheless</i>). * use commas, parentheses, or dashes to separate nonrestrictive and parenthetical elements from the rest of the sentence (parentheses reduce importance; dashes increase importance). * identify misspelled words and use resources to help me spell correctly.
VOCABULARY ACQUISITION AND USE	LEARNING TARGETS
	<i>I can...</i>
<p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> * infer the meaning of unknown words using context clues (use definitions, synonyms/antonyms, restatements, or examples found in surrounding text).

SPEAKING AND LISTENING STANDARDS	
COMPREHENSION AND COLLABORATION	LEARNING TARGETS
	<i>I can...</i>
<p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>* come prepared with key points and textual evidence to contribute to discussion.</p> <p>* create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.</p> <p>* define the rules and roles necessary for collaborative discussion.</p>

KCAS BINDER AND KDE RESOURCES

Kentucky Core Academic Standards for English Language Arts Binder
<http://www.livebinders.com/play/play?id=1440305>

Writing:

- Narrative (Appendix A, pp.112-113) Argument (Appendix A, p.112)
- Student Sample: Grade 8 Narrative (Appendix C, p. 191)
- Informational/Explanatory (Appendix A, p.112)
- Student Sample: Grade 7 Informational/Explanatory (Appendix C, p.181)
- Student Sample: Grade 7 Argument (Appendix C, p. 179)

Reading:

- Range of Text Types for 6-12 (Standards for ELA 6-12 p. 57, defines Literature and Informational Text, including Literary nonfiction)
- Text Exemplars (Appendix B)
- Vocabulary (Appendix A, pp. 121-124) 3 Tiers of Vocabulary defined (Link to supplemental information for Appendix A <http://tinyurl.com/co3bf8s>)

Kentucky Department of Education

- Addressing the Three Modes of Writing: Kentucky Core Academic Standards in the 21st Century
- Kentucky On-Demand Scoring Rubric
- *Kentucky Literacy Link*
- KDE Literacy Instructional Resources

SUGGESTED INSTRUCTIONAL TEXTS AND RESOURCES

E) Indicates a Common Core State Standards (CCSS) exemplar text
To be college and career ready, students must analyze how multiple texts address similar themes or topics while comparing the approaches the authors take, including the chosen modes of presentation. The resources identified below are grouped to facilitate unit planning to address the standards. These are suggestions only. Teachers may use the titles listed or may select other resources to address the standards.

HOLT

Focus: Choose from the following selected texts and media resources to focus instruction on the structure of narratives, real and imagined, main idea/ theme,

imagery, and making inferences, vocabulary, and conventions of standard English.

Anchor Texts:

- “The All American Slurp” (short story) by Lensey Namioka, pp. 226-234
- “Ta-Na-E-Ka (short story) by Mary Whitebird, pp. 135-141

Close Reading Lesson:

- “Eleven” (short story) by Sandra Cisneros, pp. 574-576 (E)

Related Texts and Media Resources:

- Birthday Traditions from Around the World (information) from Birthdaycelebrations.net
 - Chinese Table Manners (online article) from Travelchinaguide.com
 - “Everybody is Different, but the Same Too” (interview) by Nilou from *Newcomers to America*, pp. 239-240
 - “The Wind People: Facts About the Kaw” (informational) by Flo Ota De Lange, pp. 145-146
 - Write It Memoir & Write It Short Fiction (Students find their voice, develop their craft, publish their work)
 - “The Air Down Here ” (essay) by Gil C. Alicea with Carmine DeSena, *READ XL 6*, pp. 244
 - “Jazzimagination” (journal), by Sharon Draper, *READ XL 6*, pp. 241-243

Focus: Choose from the following selected texts and media resources to focus instruction on narratives real and imagined, making inferences, main idea, theme/central idea, vocabulary, and conventions of standard English.

Anchor Texts:

- “Brother” from *I know Why the Caged Bird Sings (autobiography)* by Maya Angelou, pp. 445-447
- From *The Land I Lost* (first-person narration/biography) by Huynh Quang Nhyuong, pp. 458-465
- “The Brother I Never Had” (narrative) by Gim George, pp. 453

Close Reading Lesson:

- “Zlateh the Goat” by Isaac Bashevis Singer pp. 711–715

Related Texts and Media

- “Meet the Writer: Huynh Quang Nhuong” (bio) pp. 465
- Before You Read, **Summarizing, Vocabulary Development, Background**, pg. 456-457
- Crocodiles in Vietnam YouTube Video

Focus: Choose from the following selected texts and media resources to focus instruction on narratives real or imagined, theme, literary device (irony), author's use of vocabulary, and conventions of Standard English.

Main text:

- "The Fun They Had" (short story) by Isaac Asimov, pp. 580–588
- "The Sand Castle" (short story) by Alma Luz Villanueva, pp. 581-584
- from *All I Really Need to Know I Learned in Kindergarten* (Essay) by Robert Fulghum, pp. 410

Close Reading Lesson:

- "The Making of a Scientist" by Richard Feynman

Related Texts and Media:

- History of Education in America (informational website)
 - Khan Academy: The future of education? (You Tube video hosted by 60 Minutes)
 - Poem Version of "All I Really Need to Know I Learned in Kindergarten" (compare structure of poem to personal essay version)
 - "All I Need to Know I Learned in Kindergarten" (very good Photo Story on You Tube)
 - Write It Memoir & Write It Short Fiction (Students find their voice, develop their craft, publish their work)

Holt Instructional Resources

- | | |
|---|---|
| <ul style="list-style-type: none">• Connotations and Denotations: Shades of Meaning, p. 572• Descriptive Writing: Descriptive Essay, p. 606• First-and Third-Person Narration by Madeline Travers Hovland p. 418• Handbook of Literary Terms, pp. 790-800• Handbook of Reading and Informational Terms, pp. 801-810• "Improving Fluency and Reading Rate" by Kylee Beers, p. 540• Informational Skills Review, pp. 529-530 (passages with multiple-choice and constructed response questions) | <ul style="list-style-type: none">• Literary Devices" by John Leggett. p. 538• Literary Skills Review, p. 524-528 (passages with multiple-choice questions and constructed response)• Narrative Writing: Personal Narrative, p. 292• Narrative Writing: Short Story, p.108• "Peers Talk It Out" Reading for Information, p. 340• Using Pronouns, p. 831• Vocabulary Skills Review, pp. 531-532• "Writing Skills Review, p. 533 |
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MCDUGAL

Focus: Choose from the following selected texts to focus instruction on narratives real and imagined, main idea/ theme, imagery, and making inferences, vocabulary, and conventions of standard English.

Anchor Texts:

- "The All American Slurp" (short story) by Lensey Namioka, pp. S21–S31
- "Flowers and Freckle Cream" (short story) by Elizabeth Ellis, pp. 231-233
- "Saguaro" (poem) by Frank Asch pp. 297
- "Who's the New Kid" (personal narrative) by Lois Lowry, pp. 30

Close Reading Lesson:

- "Eleven" by Sandra Cisneros, pp. 574-576 (E)

Related Texts and Media Resources:

- "Growing Pains" (poem) by Jean Little, pp. 197

- Birthday Traditions from Around the World
- Chinese Table Manners online article
- Write It Memoir & Write It Short Fiction (Students find their voice, develop their craft, publish their work)

Focus: Choose from the following selected texts to focus instruction on narratives real or imagined, theme, character development, literary device (irony), author's use of vocabulary, and conventions of standard English.

Main text:

- "The Fun They Had" (short story) by Isaac Asimov, pp. 574–576
- "The Sand Castle" (short story) by Alma Luz Villanueva, pp. 581-584

Close Reading Lesson:

- "The Making of a Scientist" (narrative) by Richard Feynman from Achievethecore.org

Related Texts and Media Resources:

- "Home on an Icy Planet" (Informational article) Time for Kids, pp.588-589
- History of Education in America (informational website)
- Khan Academy: The future of education? (60 minute video article) YouTube video
- "All Really Need to Know I Learned in Kindergarten" (Poem) by Robert Fulghum - excerpt, *All I Really Need To Know I Learned in Kindergarten*, (linked 5/30/14) KaliMunro.com
- "All I Need to Know I Learned in Kindergarten" (Photo Story on You Tube)
- "The Air Down Here" (essay) by Gil C. Alicea with Carmine DeSena, *READ XL 6*, pp. 244
- "Jazzimagination" (journal), by Sharon Draper, *READ XL 6*, pp. 241-243

Focus: Choose from the following selected texts and online resources to focus instruction on making inferences, theme/central idea, plot and character development, author's word choice (context clues), writing narratives (real and imagined).

Anchor Text:

- "Aaron's Gift" (short story) by Myron Levoy, pp. 249–256
- "Letter from a Concentration Camp" (narrative) by Yoshiko Uchida, *Read XL 7*, pp. 248

Close Reading Lesson:

- "The Bracelet" (narrative) by Yoshiko Uchida, pp. 150–154

Related Texts and Media:

- Ellis Island Family History Center (free family history search tools)
- Bubbie's Story of the Pogroms (Video first hand experience of the pogroms (attacks or riots) against a Jewish family in Russia)
- Antisemitism (informational article from U.S. Holocaust Memorial Museum)
- "Your Family's History Will Come Alive" pp. 261-263 (internet article with instruction on reading for information on the internet)
- Japanese Internment Camps in the U.S. (informational article with activities from History on the Net)
- Remembering Manzanar (You Tube video about one Japanese Internment Camp)
- Literary Analysis: Character Traits, pp. 278

McDougal Instructional Resources

- "Effective Vocabulary Instruction" by Kylene Beers, pp. T75
- "Multicultural Literacy" by Dale Alexander, pp. T76
- "The Reciprocal Nature of Reading and Writing" by Linda Rief, pp. T77



- Model Bank, pp. R55-R61
- Narrative Writing, pp. R41
- Narrative/Informative Presentations, pp. R98
- Personal Experience Essay, pp. 176

- Character and Setting, pp. 243-246
- Context Clues, Word Parts, Word Origins, Connotative and Denotative Meaning, Words with Multiple Meanings, pp. R20-25
- Explanatory Writing, (Writing Handbook) pp. R43

- Using Nouns and Pronouns, pp. R71
- Writing Workshop Character Sketch, pp. 298-302

SAMPLE ACTIVITIES

LDC Template Tasks

- Read “Eleven” **E** (*Holt and McDougal*) then study the photograph *Girl Seated at Table* by Rosa Ibarra on p. 575. Use a Double Bubble Map to point out similarities and differences between the girl in the painting and Rachel in the story. Write an essay that describes the similarities and differences you find. In your essay, discuss how this photograph fits the story. Edit your essay for correct sentence structure, grammar, punctuation, and spelling. Be prepared to discuss your writing with your classmates. Use the Internet link (Rosa Ibarra) to learn more about Ibarra and view more of her paintings. (RL.6.1, RL.6.2, RL.6.3, W.6.1 a-b, W.6.4, L.6.1, L.6.2, SL.6.1)
- After reading “Eleven,” work with a partner to respond to this question:: In the story Rachel says that when you’re eleven, you’re also ten, nine, eight, seven, six, five, four, three, two, and one. What does she mean by this? Why do you think the author used these words to convey this meaning? Write a one paragraph response.
- Read from *All I Really Need to Know I Learned in Kindergarten* by Robert Fulghum (*Holt*). Use the Written Conversation strategy to discuss Fulghum’s purpose for writing this essay. What is the author’s message? How does the conclusion reinforce the author’ purpose? Working with a partner, paraphrase the examples Fulghum gives in the last two paragraphs that support his assertion about rules. Using Fulghum’s essay as a model, write a personal essay to the following prompt: Everything I need to know I learned in... (students complete the prompt). Support your opinions with sound reasoning and relevant examples. Edit your writing for correct sentence structure, grammar, punctuation, and spelling. (RI.6.1, RI.6.2, RI.6.3, W.6.1 a-b, W.6.3, W.6.4, L.6.1, L.6.2, L.6.3, SL.6.1)
- Read “The Fun They Had” by Isaac Asimov (*Holt and McDougal*). Have students work in pairs or groups to evaluate the characters, setting, and plot. How does the author create a setting and characters that are believable? Following the discussion write an essay critiquing Asimov’s story using evidence from the text and the discussion to support your thinking. Edit your writing for correct sentence structure, grammar, punctuation, and spelling. (RI.6.1,
-  [Insert question] After reading (literature or informational texts) about (insert topic/content), writ (narrative or substitute) from the perspective of (insert content). Use (stylistic devices) to develop a narrative effect in your work. Use (techniques) to convey multiple storylines. (Narrative/Description)
-  [Insert question] After reading (literature or informational texts) about (topic/content), write (narrative or substitute) that relates (content). Use (stylistic devices) to develop your work.

INTERVENTION RESOURCES

Resources for Individual and Small-Group Instruction: In-Class RtI Intervention Resources

- Interventioncentral.org: A full menu of Response to Interventions strategies for literacy skills
- Develop visuals (Y-Charts, posters, etc.) to clearly communicate the expectations
- Use monitoring resources to engage students in setting goals and monitoring progress

LINK TO INSTRUCTIONAL STRATEGIES

Teacher Note: *The instructional strategies are appropriate for all students but most helpful for English Language Learners and students needing additional supports.*

Sample Strategies to Support Building a Learning Community:

Building Community

- Use **Read Aloud/Think Aloud** to engage students in thinking about their role in the learning community.
- Review routines and procedures needed for smooth operation of the class. Involve students in the development of **Y-Charts** (Looks Like, Sounds Like, Feels Like) for each procedure.
- Read rich text to explore consequences of choices before beginning the process of developing the **Social Contract**.

- For more suggestions, read “How can teachers help students develop high-quality collaboration skills?” *Kentucky Literacy Link* archives, March 2010.

Reading and Writing Connection

- Introduce the **Literacy Notebook as a tool** for deepening students understanding of the reading/writing connection. Explain that the notebooks is used to collect and explore writing “seeds,” respond to reading, and is a “safe” place to explore writing skills and craft (e.g. with **mentor texts** and **writing to learn strategies**). (W.6. 4,10)
- **Double Entry Journal** helps students ask and answer questions as they read. Ask students to record questions that come to mind in the first column, then record answer to questions in the second column. (RL.6.1, RI.6.1)
- **Power Notes** a note taking strategy to help students differentiate between main idea and supporting details in reading. (RL.6.2, RI.6.2)
- **Somebody Wanted, But-So** can be used to teach students to summarize any text succinctly. The following link provides a template and examples of this strategy. (RL.6.2)
- Use **Partner Reading** as a way of getting students to help each other describe how a plot unfolds in a story. Both students read the story silently or they can share read. They work together to figure out the episodes in the story and how they combine to create the plot (Quick Write). (RL.6.3)
- **Question-Answer Relationship (QAR)** Teach students the four kinds of questions and work them toward developing their own QAR questions for each other and for classroom assessment. (RL.6.10, RI.6.10)
- Use technology, including internet based tools (e.g. JCPS Online, Voice Thread, Wikis and Blogs), to produce and publish work and collaborate with others. (W.6.6)

Language

- **Double Entry Journals** can be used to distinguish between connotation and denotation. Head the first column “Denotations” and the second column “Connotations.” Put students into pairs or small groups to determine the denotations of a list of words or symbols. In the second column ask them to provide a connotation for each word or symbol. (L.6.4)

Speaking and Listening

- Use the **Think-Write-Pair-Share** strategy to get students reflecting on and discussing what they are reading. Students work in pairs to reflect on a statement or question posed by the teacher. Students have one minute to write their thoughts on a post-it note and another minute to turn and share their thoughts with their partner. (SL.6.1c)

INDEPENDENT READING

Suggested books from the Independent Reading classroom libraries that students may read to reinforce standards and develop a sense of self and community. Conduct one-on-one conferences with students during independent reading time to monitor progress toward reading goals.

- *Tangerine* (Edward Bloor)
- *Esperanza Rising* (Pam Munoz Ryan)
- *William Shakespeare Poetry for Young People* (David Scott Kasten and Marina Kasten)
- *The City of Ember* (Jeanne DuPrau)
- *Taking Sides* (Gary Soto)
- *The Dream Keeper and Other Poems* by Langston Hughes (Brian Pinkney)
- *Holes* (Louis Sachar)

KCAS KEY VOCABULARY

Analyze	Connotative Meaning	Explicit	Literal Language
Central Idea	Denotative Meaning	Evidence	Mood
Claim	Dialogue	Figurative Language	Objective Summary
Clause	Characterization (types)	Inference	Opinion

Phrase
Plot Structure

Purpose
Static Character

Textual Evidence

Theme
Tone

To access a list of core, academic vocabulary for sixth grade students, go to the Vocabulary folder Grade 6 on the MS District Curriculum Webpage.

GROWTH MONITORING

See Progression of Standards (on the MS District Curriculum Webpage) for Content Gap Analysis

Teachers will...

- analyze the results of formative and summative assessments to determine next steps in content instruction and conference with students to provide feedback on their progress.
- collaborate with teachers in all content areas to conduct regular Literacy Reviews of students' reading and writing growth.
- conduct one-on-one reading conferences to monitor student growth/accountability with the focus on self-selected independent reading.
- provide feedback (written and oral) on strengths and areas of growth in reading, writing, language, and speaking and listening.

Students will...

- establish personal learning goals, monitor growth with self-assessments, and track their progress toward specific goals and deadlines.
- analyze results of formative and summative assessments to determine areas of strength and growth and use the information to revise goals and take ownership of learning.

PLANNING SUGGESTIONS

Teacher Note: Plan standards-based lessons using suggested texts, resources, and instructional strategies provided on this map. Use classroom libraries to support independent reading.

Weeks 1 - 3

- Develop and practice routines and procedures to create a safe and supportive classroom environment that nurtures students' desire to learn and encourages appropriate student behavior, mutual respect, and compassion. Reinforce routines and procedures during the first weeks of school and throughout the year. Layer on more routines and procedures as needed.
- Introduce routines for Independent Reading, the Reader's/Writer's Workshop, use of the Literacy Notebook, and collaborative structures. Encourage students to develop writing "seeds" in the Literacy Notebooks and use them as starting points for narratives and other writing (brainstorming).
- Review the Big Idea for the six weeks and the Kentucky Core Academic Standards. Explain that the standards will be the focus of your instruction and review learning targets ("I Can" statements). Review standard 10 in both reading and writing, and discuss how they should be incorporated into their individual goals. Introduce daily learning targets and revisit at the end of each lesson. (This is what you will learn. How well have you learned it?)
- Introduce the Writing Portfolio and explain that this will be where students' will collect their work throughout the year. (Later in the year, students will review the contents of their elementary portfolio to gauge growth in writing.) *Personalizing folders builds ownership of the work within.*
- Set the expectation that whenever students write, they use correct grammar, capitalization, punctuation, and spelling.
- Introduce tools for monitoring Independent Reading and writing (e.g., Reading Log, Writing Conferences, Rubrics).
- Engage students in establishing *success criteria* for effective notebook entries using rubrics (students /teacher developed).
- Use Read Alouds/Think Alouds to introduce students to models of narrative texts (real or imagined) relevant to students' experiences. Texts selected should support building relationships/communities with and among students and teach elements of the writing and language standards (**the narrative structure is a familiar form and the foundation for other writing, as writing modes may be blended**).
- Use mini-lessons to teach elements of effective writing and illustrate how technology can enhance this process.
- Administer a formative "on-demand" writing assessment using a prompt from the online resource or one created by the grade level PLC to formatively assess knowledge of writing skill, including understanding of writing mode and writing conventions (capitalization, punctuation, spelling). Address gaps as needed using strategies from texts like *Mechanically Inclined* and *Everyday Editing*. (Ongoing)

- Use a Close Reading Lessons aligned to the anthology or from *Achievethecore.org* as a formative assessment. Close Reading every 3 or 4 weeks is recommended to ensure that students are applying learning to complex text.

Weeks 4-6

- **Administer the appropriate diagnostic (school or district created) according to the recommended timeline.**
- Continue Reading/Writing Workshop using models of narratives (real or imagined), recommended text resources, Literacy Notebook (response to reading, vocabulary, mini-lessons, etc.), and Independent Reading.
- Introduce structures and strategies for effective classroom discussions, questioning, and learning tasks that promote higher-order thinking. (Accountable Talk, Reciprocal Teaching, QAR, etc.)
- Use Y-Charts to establish guidelines for any new classroom procedures (i.e., how to engage in appropriate discussion and discourse in accordance with the speaking and listening standards). Practice procedures several times and provide feedback on how students are progressing as a community of learners.
- Students should begin and complete first drafts of narratives. This may be a continuation from the Close Reading Lesson. (Drafting)
- Emphasize the expectation that students apply knowledge of correct capitalization, punctuation, and spelling in all written work.
- Introduce language standards in context of mentor texts (pronouns, antecedents, defining words in context). Have students find examples from class and independent reading and create a "Mentor Text Wall" to reinforce the grammar rule (see *Mechanically Inclined* for more on how to use texts to teach grammar and conventions).
- Begin teaching common Greek and Latin affixes and roots and the use of reference materials (dictionaries, thesauri, websites) to assist students in defining unknown vocabulary.
- Use formative assessments (student work, results of daily assignments, writing-to-learn, assessments, teacher observations, etc.) to focus lessons and differentiate instruction.
- Collaborate with other ELA teachers (PLCs) to address key findings from formative assessments and student work focusing on adjusting instructional practices to impact student learning. Group and regroup students as needed for small group instruction to address gaps in learning and skill acquisition (In-class intervention).
- Introduce and model the structures of reading/writing conferences reinforcing student ownership of learning. Teacher/Student conferences should be used to help students self-assess their progress and set goals based on the learning targets (mastery of standards), data analysis, and teacher feedback. (Teacher feedback should be ongoing.)

Weeks 7-9

- Continue reinforcing the routines and procedures established thus far and encourage student reflection on how they support building a safe and respectful learning community. (Ongoing)
- Continue the Reading/Writing Workshop using models of informational text that incorporate narrative
- Implement Close Reading Lesson with text dependent questions and, if available, mini-assessment before the Proficiency Assessment to formatively assess students' progress toward understanding/mastery of focus standards. (see Close Reading resources).
- Language and speaking and listening standards should be addressed throughout the lessons.
- Involve students in developing criteria for assessing work using the language of the standards that have been taught (writing and language standards). Refer to resources for assessing student writing in Middle School Instructional Resources or on the KDE website.
- Conduct teacher/peer conferences to revise and edit writing drafts. Allow students to use feedback from the conferences to improve their work. (Revising and Editing)
- Schedule time for students to share their writing in small or large groups emphasizing the speaking and listening standards.
- Administer appropriate assessments to gather data on student learning and progress toward goals. Involve students in analysis of results to promote self-monitoring on growth for the first six weeks.

Note: Include students in making choices about pieces to take through the complete writing process to publication.

Grade 6 ELA Curriculum Map

Floyd County Schools

Unit 2

Big Idea—How Do I Use Research to Make Decisions?

OVERVIEW

Students focus on understanding how point of view/perspective provides the reader with insights into characters and develops plot in literature and strengthens understanding of an author's perspective on a topic in informational text. Students compare and contrast one author's presentation of events with that of another on the same topic, including how presentation is altered through media. Students explore ideas for deeper investigation and research to develop their own viewpoints and analyze how an author's point of view and purpose shapes the content, style and structure of written text. Students follow the established rules of civil discourse as they engage in collaborative discussions to share ideas and make thinking visible. This serves as a foundation for understanding how arguments are developed, supported, and presented. Students read a variety of genres as a class and independently and identify themes and central ideas based on reading of literary and informational texts. Students engage in Close Reading Lessons citing credible textual evidence in written responses to questions as a segue to argument, as all written responses require providing evidence for assertions. They use the Literacy Notebook to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text and to determine how specific word choice shapes the meaning and tone. Students explore and develop ideas for writing informative/explanatory texts to examine and convey complex ideas and information and apply the conventions of Standard English in written work. In addition to producing and publishing writing, students use technology, including the internet, to link to and cite sources as well as to interact and collaborate with others. Students work toward developing proficiency in keyboarding skills in order to meet the end-of-year standard (three pages in a single sitting).

WRITING FOCUS

Informational/Explanatory Writing – informational/explanatory writing conveys information accurately. This kind of writing serves several purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. To produce this kind of writing, students draw not only from their own background knowledge, but from multiple print and non-print texts as well. With practice, students become better able to develop a thesis and to maintain focus on a topic. As students progress, they learn how to combine the elements of other writing modes, including narrative structure, to produce complex and nuanced writing.

- Informational/Explanatory defined (Appendix A)
- Student Samples: Grade 7, Informative/Explanatory Writing Samples (KCAS Binder, Appendix C. p. 42)

Performance tasks further clarify the meaning of the Standards and illustrate specifically the application of the Standards to texts of sufficient complexity, quality, and range. See additional examples of performance tasks in Kentucky Core Academic Standards Binder, Appendix B. (Teachers are encouraged to develop other performance tasks using excerpts from the exemplar libraries.)

FORMATIVE ASSESSMENT:

WRITING IN RESPONSE TO READING: SAMPLE PERFORMANCE TASKS

For Literary and Informational Texts:

- Write an objective summary of "The Bracelet" by Yoshiko Uchida (HoIt, p. 150) Determine the central idea and analyze how this idea is conveyed and supported through particular details. Essays should be written for an audience that is familiar with the narrative and should follow the conventions of Standard English. (RI.6.2, W.6.2, W.6.4, L.6.1, L.6.2, L.6.3) (Appendix B Exemplar, p. 159 and Exemplar Library, use the Graphic Classic by Terry M. West, READ XL 7, p 280-297 to scaffold.)
- Write an essay explaining how Frederick Douglas's choice of words develops his point of view in the "Life of Frederick Douglas an American Slave" (E) (see Appendix B for passage). Essays should be written following the conventions of Standard English. (RI.6.6, W.6.2, W.6.4, W.6.9, L.6.2) (Appendix B Exemplar, p. 159 and Exemplar Library, use the Graphic Classic by Terry M. West, READ XL 7, p 280-297 to scaffold.)

- Students participate in a close reading of “I Was Not Alone,” by Rosa Parks (Holt, p. 311) to determine the point of view (perspective) of Rosa and how it is conveyed in the passage. Students write essays explaining Ms. Parks’ perspective using evidence from the passage. Writing follows the conventions of Standard English. (RI.6.6, W.6.4, W.6.9)

COMMON ASSESSMENTS

Use common assessments and/or district benchmarks to formatively assess students’ understanding of content. Use the data from this analysis for instructional planning and to guide and involve students in setting goals. Regroup students as needed for intervention to address gaps in learning.

FOCUS STANDARDS AND LEARNING TARGETS

READING STANDARDS	
KEY IDEAS AND DETAILS	LEARNING TARGETS
LITERATURE	I can...
RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> * define theme (a central idea or lesson the author is revealing – Honesty is the best policy.) * analyze plot (the events that happen) to determine a theme (author’s overall message). * define summary (a shortened version of the text that states its key points). * compose a summary stating the key points of the text without adding my own opinions or feelings.
RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> * identify the elements of plot structure (exposition, rising action, climax, falling action, a resolution). * explain how plot is developed by key events and episodes experienced by the characters. * determine qualities of characters in a text based on an author’s direct (quality is stated) and indirect (quality is inferred based on what they say, what they do, what they feel, what they think, and what other characters think and say about them) characterization. * distinguish between a static (qualities and responses stay the same) and dynamic (qualities and responses change based on events) character. * explain how dynamic characters change as the plot moves toward a resolution.
INFORMATIONAL	I can...
RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> * define central idea (main point in a piece of writing). * analyze a text and determine how an author’s use of details conveys (makes known) the central idea. * define summary (a shortened version of the text that states its key points). * compose a summary stating the key points of the text without adding my own opinions or feelings.
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> * distinguish which individual(s), event(s), and/or idea(s) are key (must be included) for the text to be valid. * explain how an author’s use of examples and/or anecdotes (short stories) informs the reader about individual(s), event(s), and/or idea(s). * analyze how an author’s choice of details and anecdotes about individual(s), character(s), and/or event(s) impacts the text.
CRAFT AND STRUCTURE	LEARNING TARGETS
LITERATURE	I can...
RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> * locate textual evidence (“word for word” support) that supports the theme, setting, or plot development. * analyze text and determine the author’s purpose for including a particular sentence, chapter, scene, or stanza. * recognize how a particular sentence, chapter, scene, or stanza contributes to the overall text and its

	meaning.
RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> * identify the different points of view. * analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and dialogue. * identify details or examples in a text where the author develops the point of view of a narrator or speaker.
INFORMATIONAL	I can...
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> * locate textual evidence ("word for word" support) that supports the central idea of a text. * analyze text and determine the author's purpose for including a particular sentence, paragraph, chapter, or section. * recognize how a particular sentence, paragraph, chapter, or section contributes to the overall text and its meaning.
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> * define point of view as how the author feels about the situation or topic. . * determine an author's point of view (what I know about the author's opinions, values, and/or beliefs after reading the text) and explain his/her purpose for writing the text. * analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words.
Integration of Knowledge and Ideas	Learning Targets
LITERATURE	I can...
RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and hear when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> * explain the mental images that occur while reading (what I see and hear). * compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text. * contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text.
RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<ul style="list-style-type: none"> * explain the characteristics of different forms of text (e.g., stories, poems, dramas). * explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction). * compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic. * contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic.
INFORMATIONAL	I can...
RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> * recognize that authors use various formats when presenting information on a topic/issue. * identify visual displays of information (e.g., graphs, pictures, diagrams, charts, media clips) in a text. * integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue.
RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> * identify the side of an argument an author presents in a text. * determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written.) * identify claims that are supported by fact(s) and those that are opinion(s). * evaluate an argument using the evidence an author provides.

<p>RI.6.9: Compare and Contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>* recognize how authors can present information differently based on their point of view. * explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). * compare (analyze the similarities) how two forms of texts can communicate the same topic(s)/event(s). * contrast (analyze the differences) how two forms of texts can communicate the same topic(s)/event(s).</p>
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WRITING STANDARDS

TEXT TYPE AND PURPOSE	LEARNING TARGETS
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	I can...
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<p>W.6.1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>* support my claim/answer with textual evidence (“word for word” support) from the text. * support my argument or reason for my answer in an appropriate style using evidence from the text that demonstrates my understanding of the topic or the text.</p>
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<p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>* select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience. * define common organizational/formatting structures and determine the structure(s) that will allow me to organize my information best. * analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s). * present my information in a formal style that includes an introduction, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented.</p>
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Research to Build and Present Knowledge	LEARNING TARGETS
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	I can...
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<p>W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>* distinguish how research differs from other types of writing. * focus my research around a central question that is provided or determine my own research worthy question (e.g., How did the writer’s life experiences influence his or her writing style?). * choose several sources (e.g., biographies, non-fiction texts, online resources) and gather information to answer my research question. * analyze the information found in my sources to determine if it provides enough support to answer my question. * refocus my research when needed and adjust my question when necessary.</p>
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<p>W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>* determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. * gather information needed to support my research. * define plagiarism (using someone else’s word and/or ideas as my own). * determine when my research data or facts must be quoted in my writing (directly stated “word for word” in my writing).</p>
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* avoid plagiarism by paraphrasing (putting information/ideas in my own words) and/or summarizing my findings from research.
 * provide a bibliography of sources used (those that I paraphrased from or directly quoted) in my writing.

LANGUAGE STANDARDS

CONVENTIONS OF STANDARD ENGLISH	LEARNING TARGETS
	I Can...
L.6.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).	*define pronoun as a word that takes the place of one or more nouns. *identify the antecedent of a pronoun (word or group of words a pronoun replaces). *identify intensive pronouns (a pronoun that ends in –self or –selves that emphasizes its antecedent) and use them correctly in my writing and speaking. *identify when a pronoun and its antecedent do not match * identify and correct a vague antecedent (The phone was in my backpack, but now it’s gone. What’s missing, the phone or the backpack?). -identify and correct misuses of pronouns in my own and other’s work.
KNOWLEDGE OF LANGUAGE	LEARNING TARGETS
	I Can...
L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	* identify simple sentence structures (a sentence with one independent clause), compound sentence structures (sentences with two or more independent clauses), and complex sentence structures (sentences with one independent clause and one or more subordinate clauses). * determine an author’s purpose for using varied sentence structures to create an individual style and specific tone. * create a written or spoken piece that is similar to the style of a specific author/speaker. * vary sentence patterns in my own writing and speaking to create an individual style and specific tone that is consistent.

SPEAKING AND LISTENING STANDARDS

COMPREHENSION AND COLLABORATION	LEARNING TARGETS
	I Can...
SL.6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	* identify the side of an argument a speaker presents. * determine the credibility of a speaker and his or her purpose. * identify claims that are supported by fact and those that are opinions. * evaluate a speaker’s argument using evidence he/she provides to support his/her claims.

KCAS BINDER AND KDE RESOURCES

Kentucky Core Academic Standards for English Language Arts Binder Writing: • Informational/Explanatory (Appendix A, p.112) Student Sample: Grade 7 Informational/Explanatory (Appendix C, p.181) Reading: • Range of Text Types for 6-12 (Standards for ELA 6-12 p. 57, defines Literature and Informational Text, including Literary nonfiction) Text Exemplars (Appendix B)
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Vocabulary (Appendix A, pp. 121-124) 3 Tiers of Vocabulary defined (Link to supplemental information for Appendix A <http://tinyurl.com/co3bf8s>)

Kentucky Department of Education

- Addressing the Three Modes of Writing: Kentucky Core Academic Standards in the 21st Century
- Kentucky On-demand Scoring Rubric
- KDE Literacy Instructional Resources
- Kentucky Literacy Link – site for archived newsletters

SUGGESTED INSTRUCTIONAL TEXTS AND RESOURCES

(E) indicates a Common Core State Standards (CCSS) exemplar text. To be college and career ready, students must analyze how multiple texts address similar themes or topics while comparing the approaches the authors take, including the chosen modes of presentation. The resources have been identified to facilitate unit planning focused on the standards. These are suggestions only. Teachers may use the titles listed or may select other resources to address the key standards.

HOLT

Focus: Choose from the following selected literary and informational texts and online links to focus instruction on determining theme/central idea, point of view; analyzing informational/ explanatory and argument text writing for writer's points of view, structure, and academic language. Identify and analyze claims for argument embedded within text and writer's style. Analyze writing craft, and conventions.

Anchor Texts:

"Wartime Mistakes, Peacetime Apologies" (informational text) by Nancy Day, p. 159-163

"The Landlord's Granddaughter" excerpt from Red Scarf Girl (narrative/memoir) by Ji-li Jiang, pp. 507-516

"from Harriet Tubman: Conductor on the Underground Railroad" (Petry) p. 526 and from John Brown: One Man Against Slavery (Everett) p. 525 (comparing points of view)

Close Reading Lesson:

"The Bracelet" (Short Story) by Yoshiko Uchida, pp. 150-154 Related Texts and Media:

Japanese Americans: The War at Home (online informational) World War II Remember, Scholastic web site "The Wolf and the House Dog" (fable) by Aesop, p. 372-373

"51e. Articles on Japanese-American Internment" (nonfiction) ushistory.org "Japanese-American Internment Camps" (video documentary) Watchknowlearn.org

Focus: Choose from the following selected texts and online resources to analyze theme and central idea, conflict, organizational structure of literary and informational texts, writing an objective summary, academic vocabulary, writing craft and conventions.

Anchor Texts:

• "The Stone" (short story) by Lloyd Anderson, pp. 29 – 37

• "Two Frogs in a Mill Vat" (fable) by Claude Brown, pp. 223-224

• "Just Once" (short story) by Thomas Dygard, pp.19-26

Close Reading Lesson:

• "The Emperor's New Clothes" (fairy tale) by Hans Christian Anderson, p. 244 – 248

Related Texts and Media:

• "The Emperor's New Clothes" (You Tube reading of the story)

• "An Amazing Interview: How Jill Kinmont Boothe Turned Tragedy into Triumph" (interview) by Karen Wheeler Hall, from Selfgrowth.com

• "Yes, It Was My Grandmother" (poem) by Luci Tapahonso, p.495

• "In the Blood" (Poem) by Pat Mora, p. 499-500 Compare poems for perspective

• "That Day" (poem) by David Kherdian, p. 502-506

• "Meet the Writers: Luci Tapahonso" p. 497, Pat Mora, p. 500, and David Kherdian, p. 504 (author's perspective)

Focus: Choose from the following selected texts and online resources to focus instruction on to compare and contrast different literary and informational texts on the same subject or topic; elements of story or drama and interaction of elements of story shapes characters and plot, analyze writing style and structure, academic vocabulary and author's use of language; conventions of standard English.

Anchor Texts:

- "I Was Not Alone" (interview with Rosa Parks) by Brian Lanker, pp. 311 - 314
- "The Gold Cadillac" (novella) by Mildred Taylor, pp. 316 – 327
- "Separate but Never Equal" (article) by Mara Rockliff, 332 – 333

Close Reading Lesson:

- "Jackie Robinson: Justice at Last" (informational) by Geoffrey C. Ward, and Ken Burns (link to PDF copy of the text)

Related Texts and Media:

- Jackie Robinson Biography (website)
- Rosa Parks (mini video biography) YouTube
- "I Was Not Alone: An Interview with Rosa Parks, by Brian Lanker, p. 311
- Montgomery Bus Boycott Documentary (You Tube)
- Civil Rights Act (Scroll down through Milestone Documents for a printable primary source document)
- "One Child's Labor of Love" (from 60 Minute – evaluating evidence) P. 265-267
- "Writing a Compare and Contrast Essay" p. 105

Holt Instructional Resources:

- "A Bubble Bursts" from How I Became a Writer by Phyllis Reynolds Naylor, p. 756
- "Characters" by Madeline Travers Hovland, pp. 124-125
- "Forms of Fiction: It's All a Story" by Mara Rockliff, pp. 308-309
- "Informational Text: Outlining" p.145 (main idea and supporting details)
- "Theme: the power of the story" (Hovland) (theme as conveyed through characters, actions, and images)
- After You Read: Vocabulary Development and Grammar Link (Troublesome Verbs) p. 28
- Analyze Theme, p. 225
 - Descriptive Writing: Descriptive Essay, p. 606
 - Expository Writing: Comparison-Contrast Essay, p. 404
- Forming Opinions by Kylene Beers, p. 687
- Handbook of Reading and Informational Terms, p. 801
- Pronoun and Contraction Mix-ups, p. 365
- Pronouns as Objects of Prepositions, p. 264
- Reading Informational Text, pp. 160-163
- Reading Skills "Make Generalizations" pp. 246-248
- Skills Review: Informational Reading Skills, p. 116
- Word Trees (vocabulary strategy) p. 487 Expository Writing: Informative Report, pp. 518-523

MCDUGAL

Focus – Choose from the following selected texts and media resources to analyze how text structure contributes to the development of theme, setting, and plot in literary text; analyze how text structure contributes to the development of ideas in informational text. Compare texts written on the same topic.

Anchor Texts:

“Ghost of the Lagoon” (short story) by Armstrong Sperry, pp.
“Older Run” (short story) by Gary Paulsen, pp. 155-160
“The Dog of Pompei” (short story- historical) by Louis Untermeyer, pp. 701-710

Close Reading Lessons:

“Lob’s Girl” (short story) by Joan Aiken pp. 449-458

Related Texts and Media:

“Animals to the Rescue” (article) National Geographic, pp. 462-464
Pet Partners Human Animal Bond Research Center (effects of animals on human health articles)
“Stray”(short story) by Cynthia Rylant, pp. 7311-735 (compare to “Lob’s Girl”)

Focus: Choose from the following texts and media resources to address authors’ points of view, distinguish from fact and opinion, analyze claims made by an author for relevant evidence, and evaluate an argument. Compare authors use of different forms to convey the same topic.

Anchor Texts:

- “Animals to the Rescue” (article) National Geographic pp. 462-464 (identify bias in a written text)
- Pet Partners Human Animal Bond Research Center (effects of animals on human health articles)
- “My First Dive with Dolphins” (essay) by Don C. Reed, pp. 466-472

Close Reading Lesson:

- “Zlateh the Goat” (short story) by Isaac Bashevis Singer, pp. 482-487

Related Texts and Media:

- Zlateh the Goat (video) Caldecott Literature Series
- “Freeing the Dolphins” (Academic Reading Handbook) p. R133, pair with Argument” p. R132 (signal words)
- “How to Bring Up a Lion” (narrative, real) by Rudyard Kipling, p. 493-497
- Lions (facts, photos, video, by National Geographic for Kids)
- “Chang McTang Mcquarter: CAT” (poem) by John Ciardi, pp. 498-499
- “The Hostage” (adapted play) by Theodore Taylor, READ XL 6, p. 48 -56
- “Should All Animals be Allowed to be Free?” (debate), READ XL 6, p. 57

Focus: Choose from the following texts and media resources to compare and contrast different literary texts that convey the same topics or themes; compare and contrast one author’s presentation of events in informational text with that of another, understand figurative language (analogies), writing craft and conventions.

Anchor Texts:

“Southpaw” (short story) by Judith Viorst, pp. 349-453
“Analysis of Baseball” (poem) by May Swenson, p. 354
“The Phantom Tollbooth” (dramatization of novel by Norton Juster) by Susan Nanus, pp. 513-551

Close Reading Lesson:

“Jackie Robinson: Justice at Last” (informational) by Geoffrey C. Ward, and Ken Burns (link to PDF copy of the text) • “All Summer in a Day” (short story) by Ray Bradbury, pp. 211-215

Related Texts and Media:

- “Change”(poem) by Charlotte Zolotow, p. 215
- The Phantom Tollbooth” (online movie 1:29:14) use with excerpts of the play
- “Words on a Page” (Leckie) p. 614 (play) and video version available in McDougal Literature Materials
- Writing Workshop: Comparison and Contrast Essay p. 355

INTERVENTION

Resources for Individual and Small-Group Instruction: In-class RtI Intervention Resources:





Interventioncentral.org: A full menu of interventions Response to Interventions strategies for literacy skills.

ReadWriteThink.com: Use a poem to help students understand cause and effect: Write a Gem of a Poem.

Literacyleader.com: A menu of interventions Response to Interventions strategies for literacy skills.

Text Structures - Resources to support student understanding of text structures.

SAMPLE ACTIVIES

- Read “Words on a Page” by Keith Leckie (McDougal). Develop a list of questions you might have about the Ojibway Indians. Use the link (Ojibway Indian Fact Sheet) to learn more about the Ojibway and find answers to your questions. Summarize your findings to share with your class in a Photo Story presentation. (RL.6.3, RI.6.7, W.6.2, W.6.4, L.6.1, L.6.2, L.6.3, SL.6.3, SL.6.4, SL.6.5)
 - Read “The Gold Cadillac” by Mildred Taylor (Holt, pg. 317). Have students complete a SDQR Chart filling in the appropriate columns with information Stated in the text (S), what the text Doesn’t say (D), Questions they have from the reading (Q), and Reflections on the reading (R). Students then write a brief summary stating the author’s purpose for writing the piece. Place student in groups to share their findings. (RL.6.1, RL.6.3, RL.6.5, W.6.4, W.6.9, SL.6.1a, L.6.1, L.6.2, L.6.3)
 - Reflect on the different texts read in class. Write an essay in response to the question: How do writers use words and actions to develop point of view? Cite specific details from text read. Work with a partner to edit and strengthen your essay. (RL.6.1, RL.6.5, RL.6.6, W. 6.4, W.6.2)
 - Discussion Webs (p. 32 on link) promote critical thinking by encouraging students to take a position for or against a particular point of view on one of the topics discussed in class. Students use evidence from reading narrative and/or informational texts text to support oral or written arguments for their point of view on the topic. (SL.6.3, RI.6.6, RI.6.8, W.6.1)
 - Include multimedia components and visual displays in presentations. (SL.6.5)
 - How does a writer’s choice of language impact the meaning and tone of a text to present a specific viewpoint? After reading “I Was Not Alone,” “Jackie Robinson: Justice at Last,” and “Separate but Never Equal,” write an essay that addresses the question and analyzes how language is used to convey a viewpoint, provide examples from the texts to clarify your analysis. (RL/RI.6.1, 6.4, 6.9, L.6.4, W.6.2) (Explanatory/Comparison)
 - Review the Reading Progress Report from SAM every two weeks to monitor student progress on the adaptive software.
 - Use the RtI spreadsheet to chart student progress. Focus on Time on Task and Cumulative Performance scores to make adjustments in
-  = LDC Task Templates
-  [Insert question] After reading (literature or informational texts), write (a report, essay, or substitute form) that addresses the question and analyzes (the content or topic), provide examples to clarify your analysis. What conclusions or implications can you draw from your research? In your discussion, address the origin and credibility of sources used in your research topic. Identify any gaps or unanswered questions. Optional: Include (bibliography). (Informational or Explanatory/Analysis)
 -  [Insert question] After reading (literature or informational texts), write (an essay, report, or substitute form) that compares (content). In your discussion, address the credibility and origin of sources in view of your research topic. Identify any gaps or unanswered questions. (Informational or Explanatory/Comparison)
 -  [Insert question] After reading (literature or informational texts), write (an essay or substitute form) that compares (content) and argues (content). Be sure to support your position with evidence from the text(s). (Argumentation/Comparison)

INDEPENDENT READING

Conduct one-on-one conferences with students during independent reading time to monitor and provide feedback on progress toward reading goals. Suggested books with Lexiles from the classroom libraries.

- Sixth Grade Can Really Kill You by Barthe DeClements (Lexile 700)
- The Homework Machine by Dan Gutman (Lexile 700)
- Million Dollar Throw by Mike Lupica (Lexile 960)
- The Skin I’m In by Sharon Flake (Lexile 670)

- I Did It Without Thinking, True Stories About Impulsive Decisions that Changed Lives by Bob Hugel (Lexile 900)
- Call It Courage by Armstrong Sperry (830)
- Heroes' of the Environment: True Stories of People Who Are Helping to Protect Our Planet by Harriet Rohmer (NA)
- Night John by Gary Paulsen (770)
- The Boys Start the War by Phyllis Reynolds Taylor (740)
- Max the Mighty by Rodman Philbrick (930)
- Anything But Typical by Nora Raleigh Baskin (640)
- March Toward Thunder by Joseph Bruchac (850)
- The Skin I'm In by Sharon Flake (670)
- Hoot by Carl Hiaasen (760)
- Smart Money, How to Manage Your Cash by Danielle Denega (Lexile 900)
- Two Tickets to Freedom, The True Story of William and Ellen Craft, Fugitive Slaves by Florence B. Freedman (Lexile 1030)

KCAS AND ACADEMIC VOCABULARY

- Argument
- Claims
- Credible (Credibility)
- Evidence
- Connotations
- Denotations
- Debate

GROWTH MONITORING

- Determine
- Coherent
- Compare and Contrast
- Counterclaims
- Paraphrase
- Point of View
- Perspective
- Trace and Evaluate
- Convey
- Integrate
- Contradict
- * Pro/Con

Link to Progression of Standard for Content Gap Analysis (see district content webpage)

Teachers will...

- analyze the results of formative and summative assessments to determine next steps in content instruction and conference with students to provide feedback on their progress.
- collaborate with teachers in all content areas to conduct regular Literacy Reviews of students' reading and writing growth.
- conduct one-on-one reading conferences to monitor student growth/accountability with the focus on self-selected independent reading.

- provide feedback (written and oral) on strengths and areas of growth in reading, writing, language, and speaking and listening.

Students will...

- establish personal learning goals, monitor growth with self-assessments, and track their progress toward specific goals and deadlines.
- analyze results of formative and summative assessments to determine areas of strength and growth and use the information to revise goals and take ownership of learning.

PLANNING SUGGESTIONS

Teacher Note: Link to [Unit Planning Template](#): Plan standards-based lessons using suggested texts, resources, and instructional strategies provided on this map. Use classroom libraries to support independent reading. When possible and/or appropriate, collaborate with other content teachers to develop a thematic unit of study.

Weeks 1 - 3

- Review the Cycle 2 Big Idea and learning targets for reading and writing. The writing focus for the cycle is informational/explanatory. As your students analyze the different informational text structures, draw attention to examples of author's use of narrative structure within an informational text. This is important because students can build on what they know about the narrative structure to develop blended writing.
- Guide students in setting personal learning goals for this cycle that include self-monitoring and reflection.
- Provide students with examples of effective arguments and include text dependent question (TDQs) to help students identify the claims presented and determine if claims are supported by sound reasoning and relevant evidence. Promote collaborative analysis and discussion on grade 6 topics and issues following established protocols for discussion and debate to support speaking and listening standards. Note how point of view (perspective) shapes an author's approach to a topic or subject. Analyze how two authors writing on the same subject may have different approaches to a topic based on their point of view or perspective.
- Pose critical thinking questions that require students to make and support claims using evidence from text. Stress that students MUST find support for answers within the text. This can be from actual (right there) text, or from inferences made from text (the writer and me).
- Promote collaborative analysis and discussion on grade 6 topics and issues following established protocols for discussion and debate to support speaking and listening standards. Note how point of view (perspective) shapes an author's approach to a topic or subject. Analyze how two authors writing on the same subject may have different approaches to a topic based on their point of view or perspective. Reinforce using evidence from reading and learning to support discussion of topics.
- Conduct writing conferences with students to provide guidance and constructive feedback as they progress through the writing process. Provide students with constructive feedback on their use of the Literacy Notebook.
- Build research skills by having students conduct short research projects focused on a single question. Have students analyze and evaluate models of informative/explanatory texts from diverse media.
- Model the process students should use to develop questions to guide research for informational/explanatory writing.
- Use mentor texts (see examples from *Mechanically Inclined* and *Everyday Editing*) to teach and reinforce understanding of grammar and mechanics. Address issues concerning the use of pronouns and how to vary sentence patterns for meaning, interest, and style. Emphasize the expectation that students use these skills when they write.
- Teach students how to assess credibility of sources using criteria (who wrote it, when it was written, and why it was written).
- Use formative assessments (student work, results of daily assignments, writing-to-learn, teacher observations, etc.) to focus lessons and differentiate instruction.

Weeks 4-6

- Use a Close Reading Lesson from the maps aligned to the text passages or from [Achievethecore.org](#) to formatively assess student learning and mastery of standards. Extensions from Close Reading Lessons include written tasks that aligned to the lesson and represent Writing to Learn and Demonstrate Learning.
- Use Literacy Notebooks daily to capture students thinking in response to reading and W-T-L and W-T-D-L through reflection.
- Administer school or district created diagnostic to formatively assess students' grasp of standards. Use data from analysis with students to make adjustments in instruction and pacing (i.e., regroup students for small group instruction on specific skills to remediate and accelerate learning).
- Engage students in using the JCPS Writing Process Criteria and other tools to analyze writing.
- Use KCAS writing and language standards to involve students in the development of rubrics for effective informative/explanatory writing. This will help reinforce their

understanding of the criteria and allow them to self-evaluate their work.

- Model the use of prewriting activities and graphic organizers to help students organize information from research to begin rough drafts of informational/explanatory writing.
- Identify key vocabulary essential for student understanding of text and vocabulary that can be figured out through context to determine Tier 2 vocabulary that must be taught for comprehension. As they read, focus students' attention on the difference between general academic and domain-specific words and phrases and why authors choose specific language for effect.
- Incorporate informational texts from anthologies, web links, or other sources related to literary reading to build knowledge. Both text provide students with knowledge that supports effective writing.
- Provide time for students to work independently and collaboratively to gather relevant information from multiple print and digital sources and use criteria to assess credibility of sources as they use research in the development of informational/explanatory writing and build a foundation for argument.
- Compare presentation in different modalities (e.g., video, audio, etc.) for effectiveness in presenting information in informational context, or to compare how the presentation differs when viewing a video or listening to a recorded version of literary text.
- Provide time for students to use computers and text resources for research and in the development of writing/communications products (i.e., PowerPoints, videos, and written work).
- Conduct lessons on appropriate documentation to avoid plagiarism.
- Use writing models to provide instruction on the criteria of effective writing focused on KCAS standards.
- Use mentor texts to teach writing/mechanics/language usage with emphasis on correct use of pronouns, varying sentence structure, and the relationship between particular words (cause/effect, part/whole, item/category).
- Use formative assessments (student work, results of daily assignments, writing-to-learn, assessments, teacher observations, etc.) to focus lessons and differentiate instruction.
- Collaborate with other ELA teachers (PLCs) to address key findings from formative assessments focusing on adjusting instructional practices to impact student learning.
- Identify gaps in learning and provide small group instruction and intervention within the class to address gaps.

Weeks 7-9

- Continue implementation of the Reading/Writing Workshop model (i.e., daily independent reading, focused lessons on reading and writing standards, reading/writing conferences, use of literacy notebooks).
- Continue close reading strategy lessons with text dependent questions to address reading and writing standards using suggested literature and informational texts resources and Close Reading Lessons.
- Continue use of higher order thinking questions that require students to think at higher levels and use textual evidence to support answers.
- Use Y-Charts to reinforce the criteria of a safe and respectful peer conference. Revisit procedures for self and peer- conferencing and use of rubrics.
- Allow use of technology, if possible, to produce and publish writing/ communication products (Photo Story, Podcasts, PowerPoints). Teach students to use music and/or art, if appropriate, as a way to impact the viewers' perspective.
- Focus teacher/student conferences on moving draft work toward publication quality.
- Reinforce the use of rubrics and conferencing notes to revise and edit informative/explanatory writing. Refer to the JCPS Process Writing Criteria, and JCPS Holistic Continuum for Writing.
- Remind students to check for correct word usage, mechanics, use of pronouns, and varied sentence patterns in their writing.
- Develop rubrics focused on the speaking and listening standards to assess students' communication skills during student conferences and presentation of writing (including various media products).
- Administer Proficiency Assessment and involve students in the analysis of results self-monitor growth and revise goals as needed.
- Collaborate with other ELA teachers (PLCs) to address key findings from formative assessments focusing on adjusting instructional practices to impact student learning.

- Identify gaps in learning and provide small group instruction and intervention within the class to address gaps.

Grade 6 ELA Curriculum Map Floyd County Schools Unit 3

Big Idea – How Do I Analyze Arguments?

OVERVIEW

Students continue focus on point of view in relation to literature, informational text, and argument and compare and contrast how authors use different writing forms, genres, and presentation modes to develop themes and convey information. Students compare and contrast the experience of reading a story, drama, or poem to a video, audio, or live experience noting how the written text differs from the visual or audio experience. This analysis of literary and informational texts provides students with a better understanding of how structure contributes to meaning and enhances the reader's experience. Students read and evaluate a variety of texts, both literary and informational, to identify topics for arguments noting claims that are supported by reasons and credible evidence from those that are not. Students deepen their understanding of textual evidence as they construct their own arguments based on observations from reading and research and support claims with clear reasons and relevant evidence from print and digital sources. Student participation in discussion and debate serves as part of the prewriting process. Students continue the use of technology, including the internet, as a tool for research and collaborate and as a medium for presenting arguments. They continue use of the Writing Notebook as a tool for deepening their understanding of content through reflection and exploration of thinking about text and to gather relevant information from research to support assertions for arguments. Students read texts independently and with scaffolds through Close Reading Lessons using complex in the 6-8 band and higher to meet the demands of the College and Career Readiness Standards.

WRITING FOCUS

Argument Writing – Argumentation relies on evidence from substantive text to prove a claim through logic. The point of argument is to use evidence and reason to come to a truth. An effective argument uses textual evidence to support claims, considers the opposing viewpoints, and addresses counterclaims. Argument is a natural vehicle for grabbing attention and providing a topic for discussion and deeper research. Socratic Circles and other discussion strategies provide students with opportunities to “think through a claim and an argument.” Students need many opportunities to practice writing arguments for different audiences across content areas. Use best practices that encourage critical thinking and allow for choice and inquiry. As students become proficient writers, they will learn how to combine the elements of different kinds of writing to produce complex and nuanced writing.

- Argument writing defined (Appendix A)
- Student Samples: Grade 7, Argument Writing Sample (KCAS Binder, Appendix C. p. 42)

FORMATIVE ASSESSMENT:

WRITING IN REPOSE TO READING: SAMPLE PERFORMANCE TASKS

Performance tasks further clarify the meaning of the Standards and illustrate specifically the application of the Standards to texts of sufficient complexity, quality, and range. See additional examples of performance tasks in Kentucky Core Academic Standards Binder, Appendix B. (Teachers are encouraged to develop other performance tasks using excerpts from the exemplar libraries.)

For Literary and Informational Texts:

- After reading the excerpts from *Roll of Thunder, Hear My Cry* by Mildred D. Taylor (E) (see Appendix B, p. 149) and *The People Could Fly* by Virginia Hamilton (E) (Appendix B, p. 149) write an essay comparing the themes presented in each text. Essays should be written following the conventions of Standard English. (RL.6.9, W.6.1, W.6.4, W.6.9, L.6.2)
- Explain in an essay how Elizabeth Partridge's intentional choice of language develops her point of view in “This Land Was Made for You and Me: The Life and Songs of Woody Guthrie ” (E from Exemplar Library) (see Appendix B, p. 163). Essays should be written following the conventions of Standard English. (RI.6.6, W.6.4, W.6.9, L.6.2)

- After reading “A Glory Over Everything” excerpt from Harriet Tubman: Conductor on the Underground Railroad (Holt, P. 470) and viewing “Harriet Tubman and the Underground Railroad” (video commentary 3:07), write an article on how the video altered or enhanced your understanding of Ms. Tubman’s work. Essays should be written following the conventions of Standard English. (RI.6.5, RI.6.7, W.6.4, W.6.9, L.6.2)

COMMON ASSESSMENTS

Use common assessments to formatively assess students’ understanding of content. Use the data from this analysis for instructional planning and to guide and involve students in setting goals. Regroup students as needed for intervention to address gaps in learning.

FOCUS STANDARDS AND LEARNING TARGETS

READING STANDARDS	
Craft and Structure	LEARNING TARGETS
LITERATURE	I can...
RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	* locate textual evidence (“word for word” support) that supports the theme, setting, or plot development. * analyze text and determine the author’s purpose for including a particular sentence, chapter, scene, or stanza. * recognize how a particular sentence, chapter, scene, or stanza contributes to the overall text and its meaning.
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	* identify the different points of view. * analyze how an author develops the narrator’s point of view by revealing thoughts, feelings, actions, and dialogue. * identify details or examples in a text where the author develops the point of view of a narrator or speaker.
INFORMATIONAL	I can...
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	* locate textual evidence (“word for word” support) that supports the central idea of a text. * analyze text and determine the author’s purpose for including a particular sentence, paragraph, chapter, or section. * recognize how a particular sentence, paragraph, chapter, or section contributes to the overall text and its meaning.
RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	* define point of view as how the author feels about the situation or topic. . * determine an author’s point of view (What I know about the author’s opinions, values, and/or beliefs after reading the text.) and explain his/her purpose for writing the text. * analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words.
Integration of Knowledge and Ideas	LEARNING TARGETS
LITERATURE	I can...
RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> explain the mental images that occur while reading (what I see and hear) compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text. contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text.
RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	* explain the characteristics of different forms of text (e.g., stories, poems, dramas). * explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction). * compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic. * contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic.
INFORMATIONAL	I can...
RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent	* recognize that authors use various formats when presenting information on a topic/issue. * identify visual displays of information (e.g., graphs, pictures, diagrams, charts, media clips) in a text.

understanding of a topic or issue.	* integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue.
RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	* identify the side of an argument an author presents in a text. * determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). * identify claims that are supported by fact(s) and those that are opinion(s). * evaluate an argument using the evidence an author provides.
RI.6.9: Compare and Contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	* recognize how authors can present information differently based on their point of view. * explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). * compare (analyze the similarities) how two forms of texts can communicate the same topic(s)/event(s). * contrast (analyze the differences) how two forms of texts can communicate the same topic(s)/event(s).

WRITING STANDARDS

Text Type and Purposes	LEARNING TARGETS
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	I can...
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<p>W.6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 	<ul style="list-style-type: none"> * identify a topic that causes or has caused a debate in society. * choose a side of the argument and identify reasons that support my choice. * determine the credibility of a source (who wrote it, when it was written, and why it was written). * support my argument with textual evidence ("word for word" support) found in credible sources. * present my argument in a formal style that includes an introduction, supporting details and transitions, and provide a concluding statement/section that supports my argument.
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Research to Build and Present Knowledge	LEARNING TARGETS
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	I can...
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<p>W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> * distinguish how research differs from other types of writing. * focus my research around a central question that is provided or determine my own research worthy question (e.g., How did the writer's life experiences influence his or her writing style?). * choose several sources (e.g., biographies, non-fiction texts, online resources) and gather information to answer my research question. * analyze the information found in my sources to determine if it provides enough support to answer my question. * refocus my research when needed and adjust my question when necessary.
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<p>W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism based bibliographic information for sources.</p>	<ul style="list-style-type: none"> * determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. * gather information needed to support my research. * define plagiarism (using someone else's word and/or ideas as my own). * determine when my research data or facts must be quoted in my writing (directly stated "word for word" in my writing). * avoid plagiarism by paraphrasing (putting information/ideas in my own words) and/or summarizing my findings from research. * provide a bibliography of sources used (those that I paraphrased from or directly quoted) in my writing.
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LANGUAGE STANDARDS

Conventions of Standard English	LEARNING TARGETS
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	I can...
L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly. 	*determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence). *define nonrestrictive elements (extra information that does not affect the meaning of the sentence, e.g., Mrs. Jones, my teacher, assigned homework.) and restrictive elements (extra information that does affect the meaning of the sentence, e.g., Mrs. Jones who had a heart attack left in an ambulance.). *use parenthetical elements (interrupters, e.g., at any rate, in my opinion, nevertheless). *use commas, parentheses, or dashes to separate nonrestrictive and parenthetical elements from the rest of the sentence (parentheses reduce importance; dashes increase importance). *identify misspelled words and use resources to help me spell correctly.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration	LEARNING TARGETS
	I can...
SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	* identify the side of an argument a speaker presents. * determine the credibility of a speaker and his or her purpose. * identify claims that are supported by fact or those that are opinions. * evaluate a speaker's argument using evidence he/she provides to support his/her claims.
Presentation of Knowledge and Ideas	LEARNING TARGETS
	I can...
SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	* determine a logical sequence for presenting my claims and/or findings. * support my claims and/or findings with pertinent descriptions, facts, and details that support the main idea or theme. * present my information using appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5: Include multimedia components and visual displays in presentations to clarify information.	* identify parts of my presentation that could use clarification. * determine an appropriate media component or visual display to clarify my information.
SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	* identify various reasons for speaking (e.g., informational, descriptive, formal, informal). * determine speaking tasks that will require a formal structure. * compose a formal speech that demonstrates a command of grade 6 Language standards.

KDE RESOURCES

Kentucky Core Academic Standards for English Language Arts Binder

Writing

- Argument (Appendix A, p. 1112)
- Student Sample: Grade 7 Argument (Appendix C, p. 179)
- Informational/ Explanatory (Appendix A, p. 112)
- Narrative (Appendix A, pp. 112-113)
- Student Sample: Grade 7, Informational "A Geographical Report" (Appendix C, p. 181)
- Student Sample: Grade 8, Narrative "Miss Sadie" (Appendix C, p. 191)

Reading:

- Range of Text Types for 6-12 (Standards for ELA 6-12, p. 57) defines Literature and Informational Text, including Literary Nonfiction Text Exemplars (Appendix B)
- Three Tiers of Vocabulary defined (Appendix A, pp.121-124)

Kentucky Department of Education

- Addressing the Three Modes of Writing: Kentucky Core Academic Standards in the 21st Century
- Kentucky On-demand Scoring Rubric
- KDE Literacy Instructional Resources
- Kentucky Literacy Link – site for archived newsletters

SUGGESTED INSTRUCTIONAL TEXTS AND RESOURCES

E) indicates a Common Core State Standards (CCSS) exemplar text To be College and Career ready, students must analyze how multiple texts address similar themes or topics while comparing the approaches the authors take, including the chosen modes of presentation. The resources identified below are grouped to facilitate unit planning to address the standards. These are suggestions only. Teachers may use the titles listed or may select other resources to address the key standards.

[Note on the use of videos in the classroom: Teachers should preview all video material and follow district guidelines and policies. It is not suggested that students view full-length films or documentaries, but that teachers pull excerpts from these media to enhance and use for analysis during instruction.]

HOLT

Focus: Choose from the following selected texts to compare and contrast different texts and writing forms (narrative, informational, poetic) that convey the same topics or themes; compare and contrast one author’s presentation of events in informational text with that of another, identify examples of embedded arguments supported by relevant evidence within text.

Anchor Texts:

Close Reading Lesson:

- “John Henry” (ballad) Anon, pp. 651-654

Related Texts and Media:

- “Harriet Tubman Didn’t Take No Stuff” (poem) by Eloise Greenfield, poets.org
- “The Harriet Tubman Series” (paintings) by Jacob Lawrence p. 489 (art connections to the Underground Railroad)
- Connecting Main Ideas Across Texts: Two Readings on Harriet Tubman, p. 481-82
- The Underground Railroad Freedom Quilt Code (YouTube video showing the quilt pieces and their codes)
- “John Henry” (YouTube song with video) by Harry Belafonte
- (YouTube Disney animated legend) -“John Henry” Part 1; “John Henry” Part 2

“A Glory Over Everything” from Harriet Tubman: Conductor on the Underground Railroad (Biography) by Ann Petry, pp. 470-477

- “All Aboard with Thomas Garrett” (Article) by Alice P. Miller, pp.483-486
- “The Life of Harriet Tubman” (online article) NewYorkHistory.net
- “Harriet Tubman and the Underground Railroad” (video commentary 3:07) History.com

Focus: Choose from the following selected texts to compare and contrast literary and informational texts on the same topic. Analyze how information presented in different media or formats (narrative, video, etc.) develops understanding of the topic; developing arguments.

Anchor Texts:

- “What Do Fish Have to Do with Anything?” (short story) by Avi, pp. 557-565
- “I Was Homeless in America” (narrative – nonfiction online) by Kristin Lewis, Scope magazine
- “Getting Leftovers Back on the Table” (article) by Mara Rockliff, p. 570

Close Reading Lesson:

- “The Circuit” (short story) by Francisco Jimenez, link to PDF of text. Related Texts and Media:
 - “Sleeping Under a Roof, But Homeless Nevertheless” (article) by Addie Moorfoot, (access article and quiz @ Newsela – link in the Resource Toolbox. Registration required.)
 - “Dr. Pedro Jose Greer Jr.: Doctor to the Homeless” (profile) READ XL 6, pp. 196-199
 - “Lennie: In His own Words” (narrative) READ XL 6, pp. 200-201
 - Mankind is No Island (video montage on homelessness in New York and Australia) video shot entirely with cell phones.
 - “Analyzing Assertions About an Article: Getting Leftovers Back on the Table” (test practice) p. 571
 - “Too Much TV Can Equal Too Much Weight” (Argument) p. 300
 - “First Lady Fights Fat in Kids” (Article) by Jonathan Rosenbloom
 - “Get Up and Move” (Article) by Vickie An

Focus: Choose from the following texts to compare and contrast reading a story to viewing a video, including contrasting what is seen and heard during reading to what is presented in audio or video format. Analyze elements and structure of drama.

Anchor Texts:

- “The Hitchhiker” a Radio Play by Lois Fletcher, p. 87
- “Brief History of Radio Drama in America” (online article) Golden Age of Radio

Close Reading Lesson:

- “All Summer in a Day” (short story) by Ray Bradbury, p. 42

Related Texts and Media

- “The Hitchhiker with Orson Welles” (YouTube Movie –use audio only)
- “All Summer in a Day Part 1”; “All Summer in a Day Part 2”; “All Summer in a Day Part 3” (YouTube Movie)
- “What Will Our Towns Look Like?” (informational) p. 54 (“All Summer in a Day”)
- “Understanding the Features of a Magazine,” p. 53 (goes along with “What Will Our Towns Look Like?”)
- “Solar System Exploration” p. 58 (link with “All Summer in a Day”)
- “Solar System Exploration (NASA Website-link to All Summer in a Day)
- “Understanding the Features of a Website. p. 57 (goes along with “Solar Systems Exploration”)

Holt Instructional Resources:

“Literary Criticism: Finding the Right Words” by Kyleene Beers, P. 684

“Forming Opinions” by Kyleene Beers, P. 686

- Strategies for Taking a Multiple-Choice Test, p 778
- Strategies for Taking Writing Tests, p. 787 (includes prompts for Narrative and Argument writing)
- Literary Skills Review, p. 524-527 (passages and multiple-choice questions included)
- Informational Skills Review, p. 529-530 (passage and multiple-choice questions included)
- Vocabulary Skills Review, p. 531-532
- Persuasive Writing—Problem—Solution Essay, pp. 206-221
- Comparison and Contrast Essay, p.404
- Expository Writing Informative Report, p. 518-523 Writing Skills Review, p. 533
- Using Electronic Texts to Locate Information, p. 922

MCDUGAL

Focus: Choose from the following selected texts and media to analyze how plot of a drama unfolds in a series of episodes and how characters respond and change, the impact of specific word choice. Compare and contrast reading a story to viewing a video, including contrasting what is seen and heard during reading to what is presented in video

Anchor Texts:

- The Phantom Tollbooth dramatized by Susan Nanus, p. 513
- “Code Red” (short story) by Paul E. Stawski, p. 76
- “The Dog of Pompeii” (Fiction) by Louis Untermeyer, p.700
- “The Walrus and the Carpenter” (Poem) by Lewis Carroll, p.556

Close Reading Lesson:

“All Summer in a Day” (short story) by Ray Bradbury, p. 209-215 Related Texts and Media:

- Excerpt: “The Phantom Tollbooth” (NPR)
- “The Phantom Tollbooth-A Story in Pictures” (YouTube Video)
- “The Walrus and The Carpenter” (YouTube Video and Song-Disney)
- Finding Figurative Language in the Phantom Tollbooth (Lesson plan on ReadWriteThink)
- “All Summer in a Day Part 1” ; “All Summer in a Day Part 2”; “All Summer in a Day Part 3” (YouTube Movie)
- “Mean Song” (poem) by Eve Merriam, p. 336
- “The Dog of Pompeii” Part 1, “The Dog of Pompeii” Part 2 (YouTube play-performed by students)
- “Global Warming: Too Much of a Good Thing?” p.145, 9 Good Habits, Level C, (Connect with “Ethanol’s Ugly Side” from TeenInk.Com)
- Do Aliens Exist? If So, Will They Kill Us?: Discovery News (Physicist Stephen Hawkings speculates about life on other planets.)
- “What Would You Do?” (decision-making quiz) p. 82
- “Can You Hear a Shout in Space?” (questions and answers about space) p. T55
- Space Exploration (short article on ScienceNetLinks that includes many other links for research)
- “Can you hear sound in space?” (article with links on tellmewhyfacts)
- “Ray Bradbury Believed that Stories Could Change Lives” (online article) by Joe Fassler The Atlantic, 2012

Focus: Use the following texts to build students knowledge of a topic and to a to focus instruction on understanding first-person point of view in narrative writing, using information from multi-modal sources, and how information is interpreted or presented. Use sample PARC assessment as an embedded formative assessment of student understanding of focus standards (1,2,4,5,6,8,9).

Anchor Texts:

- from The fun of It (narrative – real) except, by Amelia Earhart, pp. 136-141
- “Daring to Dream” (magazine article – adapted from Taking Flight: My Story) by Vicki Van Meter with Dan Gutman, pp. 145-148 Close Reading Assessment:

- PARC- Sample Item Set for Amelia Earhart (teachers will need to recreate the item sets for paper/pencil assessment)
- PARC – “Amelia Earhart: Life and Disappearance” (text PDF)

Passage # 1: “The Biography of Amelia Earhart”

Amelia Earhart TM/® is a trademark of Amy Kleppner, as heir to the Estate of Muriel Morrissey, licensed by CMG Worldwide. www.AmeliaEarhart.com

Passage #3: “Amelia Earhart’s Life and Disappearance” (transcript in PDF format and video). WatchMojo. February 28, 2012. <http://www.watchmojo.com/index.php?id=9083>.

Web. Courtesy of WatchMojo.com

- Related Texts and Media:
- “Amelia Earhart: The First Woman to Fly the Atlantic” (narrated slide) BBC History“
- Amelia Earhart: Life and Disappearance” (video article) hosted by Rebecca Brayton, 20th Century Biographies, Watchmjo video
- “Gary Paulsen: A Writer of Adventure” (author study) pp. 150 - 153

Passage #2: “Earhart’s Final Resting Place Believed Found” by Rossella Lorenzi posted on the Discovery News website on October 23, 2009.

<<http://news.discovery.com/history/amelia-earhart-resting-place.html>> Courtesy of Discovery Communications, LLC.

Focus: Choose from the following selected texts and resources to analyze texts and media for evidence in making and supporting arguments; analyzing credibility of sources, and comparing how different authors or medias advance difference fact or information.

Anchor Texts:

- “Summer of Fire” (nonfiction) by Patricia Lauber, pp. 115-120
- “The Dog of Pompei” (Fiction) by Louis Untermeyer, p.700

Close Reading Lesson:

- “The Great Fire” (literary nonfiction) by Jim Murphy, Exemplar text excerpt from Achievethecore.org.

Related Texts and Media:

- “The Chicago Fire” (online article)
- “The Great Chicago Fire of 1871” (video report) Weather story, YouTube

Focus: Choose from the following texts to focus instruction on the standards including how authors use words, phrases, and figurative language to convey meaning and emotions and how language impacts meaning and tone.

Anchor Texts:

- “Growing Pains” (Poem) by Jean Little, p. 197
- “I’m Nobody! Who Are You?” (Poem) by Emily Dickinson, p. 195
- “It Seems I Test People” (Poem) by James Berry, p. 196

Close Reading Lesson:

- “Life Doesn’t Frighten Me” (Poem) by Maya Angelou, pp. 74-75 Related Texts and Media:

- “Looking Back” by Lois Lowry, p. 679
- “Through a Child’s Eyes” (Meet Lois Lowry) p. 664
- Her Life and Times (Timeline) p. 664-65
- Lois Lowry’s Newbery Acceptance Speech, p. 676-677
- “Life Doesn’t Frighten Me“ by Maya Angelou (YouTube Reading)

McDougal Instructional Resources

- Reading in the Content Areas, p. R134-R139 (mini instructional passages are included)
- Understanding Visuals, p. R120-123 (visuals-chart, map, diagram included)
- Analyzing Text Features, p. R116-117 (article included)
- Reading and Writing Skills: Reading for Information-Summarizing, p. 340

- Poetry and Reading Poetry, p. 189-194 (link to “I’m Nobody,” “It Seems I Test People,” and “Growing Pains” to compare and contrast forms)
- Opinion Statement (Writing Workshop) p. 690-94

Research

Getting Information Electronically, p. R106 Vocabulary Strategies

Comparison and Contrast Essay, p. 355

Personal Experience Essay, p. 176

“Research Report Writing” (Writing Handbook), p. R49 Explanatory Writing, (Writing Handbook) p. R43 Creating a Multimedia Presentation, p. R113

Context Clues, Word Parts, Word Origins Connotative and Denotative Meaning, Words with Multiple Meanings, p. R20-25

INTERVENTION

Study Island – (Tier 2 Intervention, Tier 1 Enrichment) – Standards based instruction review and assessment.





SuccessMaker (Tier 3 Intervention) – Students use SuccessMaker Reading daily to target specific skills identified during the IP (Initial Placement).

Use SuccessMaker reports to monitor student progress and provide instructional support as needed.

Resources for Individual and Small-Group Instruction:

- In-Class RtI Intervention Resources
- SuccessMaker: My Training Connection Home - MTC by Pearson.
- Interventioncentral.org: A full menu of interventions Response to Interventions strategies for literacy skills.

SAMPLE ACTIVITIES

- Listen to a read-aloud of the poem “Life Doesn’t Frighten Me” by Maya Angelou. Next study the painting “Boy and Dog in a Johnny Pump” by Jean-Michel Basquiat. Discuss how the artist is able to depict the tone or mood presented in the poem “Life Doesn’t Frighten Me” by Maya Angelou? (RL.6.7, W.6.4, SL.6.1, SL.6.2)
- After reading the play “The Phantom Tollbooth” by Susan Nanus, read the excerpt from Chapter 1, of the novel. Take notes in your Literacy Notebook citing specific places where the drama stays faithful or departs from the book. Using your notes, write an essay comparing and contrasting the play with the excerpt from the novel. Edit your writing for correct sentence structure, grammar, punctuation, and spelling. Be prepared to discuss your essay with your classmates. (RL.6.9, W.6.2, SL.6.1)
- After reading “The Walrus and the Carpenter” by Lewis Carol and “The Phantom Tollbooth” by Susan Nanus, discuss how each author uses humor throughout the texts. Based on this discussion, identify the best example of the use of humor and develop an argument for your choice. Use specific evidence from the text to support your claim. Edit your writing for correct sentence structure, grammar, punctuation, and spelling. (RL.6.3, RL.6.4, RL.6.1, W.6.1, L.6.1, L.6.2)
- Read “The Phantom Tollbooth.” What techniques are used to develop characters? Note these techniques in your Literacy Notebook. Using your notes, compose a response to the following question: Do good characterization techniques help convey the theme of a story? (RL.6.5, W.6.4, L.6.6)
-  LDC Templates
-  [Insert question] After reading (literature or informational texts), write (essay or substitute) that addresses the question and support your answers with evidence from the text(s). Be sure to acknowledge other viewpoints. Give examples from past or current events or issues to illustrate and clarify your position. (Argumentation/Analysis)
-  [Insert question] After reading (literature or informational texts), write (essay or substitution) that compares (content or topic) and argues (content). Be sure to support your position with evidence from the text(s). (Argumentation/Comparison)
-  [Insert question] After reading (literature or informational texts), write (essay or substitute) that discusses (content or topic) and evaluates (the content or topic) (Argumentation/Evaluation)

INDEPENDENT READING

Conduct one-on-one conferences with students during independent reading time to monitor and provide feedback on progress toward reading goals. The following is a list of suggested books with Lexiles from the Independent Reading classroom libraries.

- Esperanza Rising by Pam Munoz Ryan (750) and

- □ Roll of Thunder, Hear My Cry by Mildred D. Taylor (920) and
- □ Touching Spirit Bear by Ben Mikaelson (670)
- □ Bud, Not Buddy by Christopher Paul Curtis (950) and
- □ Orphan Train Rider, One Boys Story by Andrea Warren (960)
- □ A Dog Called Kitty by Bill Wallace (710) and
- □ Because of Winn Dixie by Kate Dicapillo (610)
- The Journal of Biddy Owens, The Negro Leagues, Birmingham, Alabama 1948 by Walter Dean Myers (920)
- My Name is America: the Journal of Jesse Smoke by Joseph Bruchac (880)
- Alexander the Great, Master of the Ancient World by Doug Wilhelm (960) and
- Attila the Hun, Leader of the Barbarian Hordes by Sean Stewart Price (930)

CONTENT CONNECTIONS: RESOURCES

Use these resources for collaborating with content teachers on unit planning.

Science Resources

Science articles related to content (.e.g., lab reports, position papers on new findings in science.)

Social Studies Resources

Use primary source documents from social studies content (e.g., historical speeches, presidential letters, Dr. Martin Luther King Speeches) as texts for deeper exploration in text complexity.

Art and Music

Explore the impact of music in eliciting a reaction from an audience. Watch the YouTube video [The Best Motivational Video Ever](#). After watching the video clip, have students record their initial reaction to the presentation. What was the claim presented? How was the claim supported? How did the images support the author's assertions? Discuss how this adds to the appeal of the argument the images and music were used to create a specific tone and help deliver the message.

KEY TERMINOLOGY

Central idea	Distinguish	Perceive
Claims/Counter Claims	Figurative Language vs. Literal Language	Perspective
Coherent	Genre Integration	Point of View
Connotation/Denotation	Interpret/Interpretation	Theme
Contradict/Contradiction	Media	Technical Meaning
Convey	Modes of Writing	Textual evidence
Credible (Credibility)	Paraphrase	Trace and Evaluate
Debate		Transition
Delineate		

GROWTH MONITORING AND RESPONSE TO INTERVENTION (RTI)

[Link to Progression of Standard for Gap Analysis](#)

Teachers will...

- analyze and share with students results of formative and summative assessments to determine next steps in content instruction.
- collaborate with teachers in all content areas to conduct regular Literacy Reviews of students' reading and writing growth.
- conduct one-on-one reading conferences to monitor student growth/accountability with the focus on self-selected independent reading.
- provide feedback (written and oral) on strengths and areas of growth in reading, writing, language, and speaking and listening.

Students will...

- establish personal learning goals, monitor growth with self-assessments, and track their progress toward specific goals and deadlines.
- analyze results of formative and summative assessments to determine areas of strength and growth, using the information to revise goals.

Resources for Individual and Small-Group Instruction:

In-Class RtI Intervention Resources

SuccessMaker: My Training Connection Home - MTC by Pearson.

Interventioncentral.org: A full menu of interventions Response to Interventions strategies for literacy skills.

- For support with main idea, supporting details, and writing the “gist” question: <http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation>
- ReadWriteThink.com: Use a poem to help students understand cause and effect: Write a Gem of a Poem.
- Literacyleader.com: resources for teaching text structures
- www.ereadingworksheets.com Reading and writing skills lessons perfect for small group intervention or whole class mini-lessons.
- McDougal Recognizing Text Structures, p. R124-131 (Problem-Solution, Sequence, Cause and Effect, Comparison and Contrast-mini instructional passages included)

PLANNING SUGGESTIONS

Teacher Note: Throughout the 9-weeks, plan standards-based lessons using suggested texts, resources, and instructional strategies provided on this map. Use classroom libraries to support independent reading. When possible, collaborate with other content area teachers to choose texts and to design interdisciplinary projects or tasks that incorporate reading across the curriculum and teach the literacy standards.

Weeks 1-3

- Introduce the Big Idea and the student friendly learning targets for the unit.
- Use information from formative assessments to identify where students are in terms of mastering the identified standards and setting learning goals.
- From the recommended list or from school resources, select complex texts that are also available in media formats in order to engage students in comparing and contrasting how the presentation mode impacts the reader/audience perception.
- Compare and contrast stories and poems, historical novels and fantasy stories, noticing how an author’s approach to a topic is served by the form. Introduce comparative media forms (i.e., audio, video, podcasts, etc.). Use texts that are in both print form and audio/video format and have students compare their reading of the text to listening/viewing the non-print version.
- Use sample writing from various sources (professional writing, student writing from previous classes, and your own writing) to teach students to identify the characteristics of effective writing focusing on argumentation. Have students work in groups to sort writing examples into levels (good, okay, not so good, etc.). Have them work in collaboration to develop a rating and description of the writing in each pile.
- Use language from the *Process Writing Criteria* as a guide for developing the rubric. Once designed, review procedures for writing in a timed setting. Remind students that they will be expected to write for different purposes and time frames throughout their educational experience.
- Search YouTube for an appropriate “Best Every Motivational Video” to illustrate how media is used for different purposes (i.e., to inform, explain, or present an argument).
- Allow time for students to research for arguments, both written and visual. Provide access to technology and opportunities for students to collaborate with others to respond to text (see Wallwisher.com as a possible resource for online bulletin board for collecting short texts or uploading video clips).
- During shared and guided reading, point out examples of effective writing (i.e., organization, audience awareness, idea development, and style). Identify “touchstone” texts as examples of effective writing in the three modes.
- Use one of the Close Reading Lessons to formatively assess students progress towards mastery of the standards.
- Administer appropriate formative assessment (district or school created)

Weeks 4-6

- Use suggested texts to address the key standards. Continue comparison of literary texts (i.e., stories, dramas, poems) to an audio or video version. Discuss how the mental images created during reading differ from those created in a video. Discuss how “sometimes the book is better because....” Examine how information presented in text and video formats are used to present information or an argument.
- Teach students about plagiarism and appropriate formats for documenting resources used for research.
- Conduct writing conferences with students to provide guidance and constructive feedback as they progress through the writing process. Provide students with constructive feedback on their use of the Literacy Notebook.
- To be College and Career ready, students need to be able to read sufficiently complex texts on their own and gather evidence, knowledge, and insight from those texts. “The Great Fire” Reading Lesson from Achivethecore.org was developed to accomplish this over 2 to 5 days. This close reading exemplar models how to support students as they undergo the kind of careful reading required). The plan includes directions for entering the text and using text-dependent questions and an argument writing task. The standards expect students to wrestle with text dependent questions that can only be answered by referring explicitly back to the text. During reading, they will encounter high value academic (Tier II) words. Students will develop an argument paragraph at the end of the lesson. Students should engage in collaborative discussion and reflective writing throughout the lesson. Monitor and provide feedback to revise and edit writing. This writing is NOT used as an assessment – rather, it is an essential part of the instruction, helping student develop a clear understanding of the text and write clearly and coherently.
- Provide opportunities for students to present their arguments for discussion and debate to clear up faulty thinking and reinforce the development of speaking and listening skills.

Weeks 7-9

- After writing conferences (peer and with teacher), students revise their argument drafts. As students continue examination of form and structure, they should note that point of view shapes how characters respond in literary text and how authors differ in approach to similar topics in informational text. Students read a poem such “John Henry,” then listen to the audio version. Analyze how the text differs from the audio or video version.
- Locate an informational text on the same subject and compare how the texts differ in approach to the subject. Read informational or literary non-fiction texts by different authors on the same topic. Analyze the differences in the approach to the subject and how the organizational structure enhances the information presented.
- Continue focus on the writing standards as students develop informational/explanatory writing or arguments around topics of interest from reading. Concentrate on the use of varying sentence patterns using examples from reading as mentor texts. Provide opportunities for students to share about independent reading through book talks and book shares to highlight their experiences with text during this cycle.
- Use the experience of viewing or creating a book trailer to show how the use visual elements combined with music and key phrasing is used. Review Speaking and Listening standards before students present orally. Continue focus on text dependent questions and providing evidence to support answers.
- Include time for students to revisit, share, and discuss entries from their Literacy Notebooks. Guide conversations about the themes and ideas students have encountered in texts.
- Use formative assessment results throughout instruction to gauge students’ level of understanding and adjust instruction to allow for re-teaching and intervention. Ask students to revisit their personal learning goals to identify any progress they have made and any areas they wish to improve.

Grade 6 ELA Curriculum Map

Floyd County Schools

Unit 4

Big Idea—How Do I Put It All Together to Show What I Know?

OVERVIEW

Students continue to explore complex texts and use textual evidence to support responses to text-dependent questions. They make inferences and draw conclusions from reading and analyze how authors make intentional decisions on word choice to present a point of view and convey meaning. Students explore the structure of literary texts and informational/explanatory texts to determine the writer's point of view and analyze how ideas and events are introduced, illustrated, and supported through examples or anecdotes. Students continue to use the Literacy Notebook to reflect on their reading and writing and use technology to plan and produce writing and communication products suitable for inclusion in the Writing Portfolio. Students write for a variety of purposes and situations including writing in timed settings using both stand alone and passage-based writing prompts to demonstrate understanding of using evidence from text to support claims in arguments. Toward the end of the instructional cycle, students review writing portfolio contents and identify pieces required to meet the district and school-wide requirements. They demonstrate an understanding of the speaking and listening standards as they engage in discussion and discourse to share ideas and make thinking visible. Students demonstrate reading proficiency at the high end of the grade 6-8 band and continue to engage with complex texts on various topics to meet College and Career Readiness Standards.

WRITING FOCUS

Argument, Informational/Explanatory, and Narrative Writing - A focus on teaching students to write for a wide variety of audiences and purposes should be the heart of writing instruction. The Kentucky Core Academic Standards focus on preparing students to write effective arguments, present information in a clear and coherent manner, and to use narrative forms to relate experiences as well as impart important details of an event both real and imagined. Throughout the year, students learn how to combine the elements of different kinds of writing to produce complex and nuanced writing.

- Writing forms defined (Appendix A, p. 112)

- Argument, Informational/explanatory, and Narrative Writing Samples (KCAS Binder, Appendix C. Table of Contents, p. 172) In Common Grade 6 Writing Example "Effects of the Great Depression"

Performance tasks further clarify the meaning of the Standards and illustrate specifically the application of the Standards to texts of sufficient complexity, quality, and range. See additional examples of performance tasks in Kentucky Core Academic Standards Binder, Appendix B. (Teachers are encouraged to develop other performance tasks using excerpts from the exemplar libraries.)

For Literary Texts:

- Analyze Gary Soto's "Ode to MiGato" (Holt, p. 637) to uncover the impact of Soto's specific word choices such as mi gato, dribble, porgue, raining, and huevo and determine how they contribute to the overall meaning and tone of the poem. Write a short essay to explain your thinking using examples from the poem to support. Essays should be written for an audience familiar with the text and follow the conventions of Standard English, including capitalization, comma usage, varying sentence structure and spelling. (RL.6.4, RL.6.1, W.6.4, W.6.9, L.6.2) (Holt)
- After reading "Storm" from Woodson by Gary Paulsen (Holt, p. 427, McDougal, p. 165), write an objective summary stating key points of the narrative without adding your own opinions or feelings. Your summary should be written for an audience familiar with the text following the conventions of Standard English. (RI.6.2, W.6.4, W.6.9, W.6.2)

- Students analyze how the opening stanza of Robert Frost’s “The Road Not Taken” (E, p. 156 KCAS Binder) structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text. Essays should be written for an audience that is familiar with the story and should follow the conventions of Standard English (RL.6.5, W.6.4, L.6.2)

WRITING IN RESPONSE TO READING: SAMPLE FORMATIVE PERFORMANCE ASSESSMENTS

For Informational Texts:

- Students trace the line of argument in an identified text of the teacher’s choosing and evaluate the specific claims and opinions expressed in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not. Essays should be written for an audience that is familiar with the story and should follow the conventions of Standard English, including capitalization, comma usage, varying sentence structure and spelling. (RI.6.8, W.6.4, L.6.2)
- After reading “Abd al-Rahman Ibrahima’s” from Now Is Your Time by Walter Dean Myers and viewing the mural on page 366, write a response to the following question: How does the inclusion of the mural help to portray Adb al-Rahman Ibrahima’s life? Cite evidence from the text and mural to support your response. Responses should be written for an audience familiar with the text and follow the conventions of Standard English. (RI.6.5, RI.6.1, W.6.4, W.6.9) (McDougal)

COMMON ASSESSMENTS

- Use common assessments to formatively assess students’ understanding of content. Use the data from this analysis for instructional planning and to guide and involve students in setting goals. Regroup students as needed for intervention to address gaps in learning.

FOCUS STANDARDS AND LEARNING TARGETS

READING STANDARDS	
Craft and Structure	LEARNING TARGETS
Literary	I can...
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> * define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). * distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). * recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). * analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader.
RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> * classify point of view as first person, second person, third person, third person limited, and third person omniscient. * analyze how an author develops the narrator’s point of view by revealing thoughts, feelings, actions, and spoken words.
Informational	I can...
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> * define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).. * distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). * recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feelings). * recognize words that have technical meaning and understand their purpose in a specific text (e.g., “stem” in an article about flowers versus “stem” in an article about cell research). * analyze why authors choose words and phrases to create an overall feel for the reader.

<p>RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>* define point of view as how the author feels about the situation or topic. * determine an author's point of view (What I know about the author's opinions, values, and/or beliefs after reading the text.) and explain his/her purpose for writing the text. * analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words.</p>
<p>Integration of Knowledge and Ideas</p>	<p>LEARNING TARGETS</p>
<p>RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<ul style="list-style-type: none"> • explain the characteristics of different forms of text (e.g., stories, poems, dramas). • explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction). • compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic. • contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic.
<p>Informational</p>	<p>I can...</p>
<p>RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> • Identify the side of an argument an author presents in a text. • determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). • identify claims that are supported by fact(s) and those that are opinion(s). • evaluate an argument using the evidence an author provides.
<p>RI.6.9: Compare and Contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<ul style="list-style-type: none"> • recognize how authors can present information differently based on their point of view. • explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). • compare (analyze the similarities) how two forms of texts can communicate the same topic(s)/event(s). • contrast (analyze the differences) how two forms of texts can communicate the same topic(s)/event(s).

<p>WRITING STANDARDS</p>	
<p>Research to Build and Present Knowledge</p>	<p>LEARNING TARGET</p>
<p>W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>I can...</p> <p>* distinguish how research differs from other kinds of writing. * focus my research around a central question that is provided or determine my own research worthy question (e.g., How did Edgar Allen Poe's life experiences influence his writing style?). * choose several sources (e.g., biographies, non-fiction texts, online encyclopedia) and gather information to answer my research question.</p>

	* refocus my research when needed and adjust my question when necessary.
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> • determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. • gather information needed to support my research. • define plagiarism and avoid plagiarism by paraphrasing (putting in my own words) and/or summarizing my research findings. • provide bibliographic information for sources that I paraphrased or quoted in my writing.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration	LEARNING TARGET
	I can...
SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> * identify the side of an argument a speaker presents. * determine the credibility of a speaker and his or her purpose. * identify claims that are supported by fact and those that are opinions. * evaluate a speaker's argument using evidence he/she provides to support his/her claims.

KCAS BINDER AND KDE RESOURCES

Kentucky Core Academic Standards for English Language Arts Binder

Writing

- Argument (Appendix A, p. 1112)
- Student Sample: Grade 7 Argument (Appendix C, p. 179)
- Informational/ Explanatory (Appendix A, p. 112)
- Narrative (Appendix A, p. 112-113)
- Student Sample: Grade 7, Informational "A Geographical Report" (Appendix C, p. 181)
- Student Sample: Grade 8, Narrative "MissSadie" (Appendix C, p. 191)

Reading:

Range of Text Types for 6-12 (Standards for ELA 6-12, p. 57) defines

- Literature and Informational Text, including Literary Nonfiction
 - Text Exemplars (Appendix B)
- Three Tiers of Vocabulary defined (Appendix A, pp.121-124)

Kentucky Department of Education

- Addressing the Three Modes of Writing: Kentucky Core Academic Standards in the 21st Century
- Kentucky On-demand Scoring Rubric
- KDE Literacy Instructional Resources
- Kentucky Literacy Link – site for archived newsletters

SUGGESTED INSTRUCTIONAL TEXTS AND RESOURCES

E) indicates a Common Core State Standards (CCSS) exemplar text

The following texts and media resources are grouped to facilitate unit planning that includes scaffolds to move students toward increasing

independence with complex texts. The selections are suggestions only. Teachers may choose texts from titles listed or select other resources to scaffold lessons to address the key standards.

HOLT

Focus: Choose from the following text selections to teach the focus standards focusing on analyzing how text structure contributes to the development of theme, setting, and plot in literary text; analyze how text structure contributes to the development of ideas in informational text.

Anchor Texts:

- “La Bamba” (short story) by Gary Soto, p. 335
- “Dragon, Dragon” (short story – summarizing plot) by John Gardner, p.4
- “Just Once” (short story – analyzing conflict) by Thomas J. Dygard, p.18
- “The Bridegroom” (poem – character and plot) by Alexander Pushkin, p. 62

Close Reading Lesson:

“Ta-Na-E-Ka” (short story) by Mary Whitebird, pp. 290 Related Texts and Media:

“At drill team practices, kids learn success” (informational article) Newsela –website (login required)

“Code Red” (short story) by Paul E. Stawski, p. 76

“Global Warming: Too Much of a Good Thing?” p.145, 9 Good Habits, Level C, (Connect with “Ethanol’s Ugly Side” from TeenInk.Com)

“What Would You Do?” (decision-making quiz) READ XL 6, p. 82

“Eat Your Bugs” (structural features of a newspaper article) by Vilar and Allen, READ XL 6, p. 20 “Cockroach Cafeteria” ((structural features of a magazine article) by Jones and Allen, READ XL 6, p. 26,

“Grandfather’s Riddle” (short story - mystery plot structure) 9 Good Habits, Level C, p. 245

Focus: Choose from the following text selections to address the focus and ongoing standards with a focus on how an author develops the point of view of the narrator in literary text; and purpose in an informational text. Use the content of the texts as a springboard for discussion and debate around the treatment of animals.

Anchor Texts:

- “Storm” excerpt from Woodsong (autobiography) by Gary Paulsen, p. 426
- “Sled Dogs and Musher” (online article) by Judi and Richard Schiller
- “Training a Dog for the Iditarod” (video) Discovery Channel
- “Stray” (short story) by Cynthia Rylant, pp. 731-735

Close Reading Lesson:

Teacher Choice from the Anthology Alignment Project

Related Texts and Media:

“Meet the Writer: Gary Paulsen” P. 433

- Iditarod Journal by Gary Paulsen
- About Gary Paulsen (biographical information and other links including Ask Gary and Teacher Info)
- Eager to Run (Art) p. 428, Never Alone (Art) p. 430, and Never Alone (Art) p. 432 (Scott Kennedy)
- Finding and Analyzing Main Ideas (central idea) p.436

Additional texts:

- “The Tour De France” (structural features of an article) 9 Good Habits, Level C, p. 195,

Focus: Choose from the following selected texts to trace and evaluate an argument; distinguish from fact and opinion; analyze claims made by an author for relevant evidence.

Anchor Texts:

- “Lincoln’s Humor” (Koenig) p. 552 (making and supporting claims)
- “Glory Over Everything” from Harriet Tubman: Conductor on the Underground Railroad,(Petty) p.469 (biography)

Close Reading Lesson:

“The Mysterious Mr. Lincoln” (biography) by Russell Freedman, pp. 545 - 548

Related Texts and Media:

- “Uniform Style” p. 252 (recognizing and evaluating evidence)
- “Forming Opinions” (Beers) p. 686
- “The Bad Beginnings” p. 687 (book review)

“The Watsons Go to Birmingham” p. 688 (book review)

Additional Texts:

“Why did the Dinosaurs Disappear?” p. 125, 9 Good Habits, Level C (analyze claims)

“Global Warming: Too Much of a Good Thing?” p.145, 9 Good Habits, Level C, (Connect with “Ethanol’s Ugly Side” from TeenInk.Com)

Holt Instructional Resources

- Analyzing Text Structures: Comparison and Contrast. p. 345
- Analyze Cause and Effect: Reading Skills B, pp. 64-73
- “His Gift to Girls: a taxi driver funds a school in India” (Upadhyay) p. 612 (review)
- Literary Criticism: Finding the Right Words, (Beers) p. 684
- Reading Informational Text from a Website, p. 58
- Reading Poetry” Beers, p. 622
- “Recognizing and Evaluating Evidence” p. 253
- “When the Words Are Tough” by Kylene Beers, p. 310
- Literary Focus - Narrators: First Person and Third Person, p. 456
- Persuasive Writing—Problem –Solution Essay, pp.206-21
- “Make an Inference” (Skills and Strategies), pp. 126-133
- Understanding the Features of a Website. p. 57
- When Words Are Tough (Reading Skills and Strategies) p. 310

MCDUGAL

Focus: Choose from the following selected texts to analyze how text structure contributes to the development of theme, setting, and plot in literary text; analyze how text structure contributes to the development of ideas in informational text.

Anchor Texts:

- “Chinatown” from The Lost Garden (narrative, real) by Laurence Yep) p. 219 – 226
- “Damon and Pythias” (play) by Fan Kissen p. 323 - 329 Close Reading Lesson:
- “Beethoven Lives Upstairs” (story told through letters) by Barbara Nichols, pp. 743-753 Related Texts and Media:
- “Cricket in the Road” (short story) by Michael Anthony, pp. 333-336 Additional Texts:

“Eat Your Bugs” (Vilar and Allen) p. 20, READ XL (structural features of a newspaper article) “Cockroach Cafeteria” (Jones and Allen) p. 26, READ XL (structural features of a magazine article) “Listen Ear” (Jennings) p. 224, READ XL (dialogue contributes to plot)

Focus: Choose from the following selected texts to analyze how an author develops the point of view of the narrator in literary text; identify an author’s point of view or purpose in an informational text and explain how it is conveyed.

Anchor Texts:

- “Older Run” (Paulsen) p. 155 (essay) (Author’s perspective)
- “from Wood Song” (memoir) by Gary Paulsen, pp. 166- 169
- “Training a Dog for the Iditarod” (video) Discovery Channel

Close Reading Lesson:

- Teacher Choice from the Anthology Alignment Project

Related Texts and Media:

- “A Life in the Day of Gary Paulsen” (narrative) by Gary Paulsen, p. 163 (evidence to support opinions)
- Iditarod Journal by Gary Paulsen
- About Gary Paulsen (biographical information and other links including Ask Gary and Teacher Info)
- Dogsledding Art by Scott Kennedy (artist website)
- Slaying of Sled Dogs in Whistler, British Columbia (newscast video and article)
- “Sled Dogs and Musherers” (article on relationships between sled dogs and their mushers)
- The Tour De France” (structural features of an article) 9 Good Habits, Level C, p. 195,
- “Bringing the Prairie Home (MacLachan) p. 631 (characters with different perspectives)
- Grammar in Context, p. 162
- Preteaching Vocabulary, p. 155 (teaching words in context)

Focus: Choose from the following selected texts to develop claims for arguments based on text (literary and informational), analyze how an author’s perspective influences writing style; author’s use of language (figurative, connotative, denotative) to develop theme/central idea, and conventions of writing. Anchor Texts:

- “Abd al-Rahman Ibrahim” from Now is Your Time! (biography) by Walter Dean Myers, pp. 367-375
- “The Wolf and the House Dog” (fable) by Aesop, p. 376
- “Prince Among Slaves” (PBS article) PBS.org
- “Words Like Freedom” (poem) by Langsdon Hughes, p. 394

Close Reading Lesson:

- “Nadia the Willful” (short story) by Sue Alexander, pp. 68-73

Related Texts and Media:

- □ The Story of My Life, excerpt (autobiography ‘literary nonfiction) by Helen Keller, pp. 382-384
- □ “Calling All ‘Nobodies” (article) by Francis X. Clines, pp. 201-204 (elaboration in writing, fact and opinion)

<p>McDougal Instructional Resources</p> <ul style="list-style-type: none"> • “Argument” (Academic Reading Handbook) p. R132 (*Important note: Teachers should focus on the elements of argument as opposed to persuasive techniques.) • “Critical Reading: Persuasion” p. R12 (Reading workshop on the difference between argument and persuasion) • “Opinion Statement” p. 690 (Reading Writing Workshop) 	<ul style="list-style-type: none"> • “Research Report Writing” (Writing Handbook) p. R49 • “Opinion Statement” (Writing Workshop) p. 690
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INTERVENTION

Resources for Individual and Small-Group Instruction:

In-Class RtI Intervention Resources

SuccessMaker: My Training Connection Home - MTC by Pearson.





Interventioncentral.org: A full menu of interventions Response to Interventions strategies for literacy skills.

ReadWriteThink.com: Use a poem to help students understand cause and effect: Write a Gem of a Poem.

Literacyleader.com: Text structure paragraphs that can be used as examples can be found at:

http://www.literacyleader.com/sites/litlead.essdack.org/files/text%20structure%20sort%20secondary_0.pdf

SAMPLE ACTIVITIES

- Read “All Summer in A Day” by Ray Bradbury (Holt, McDougal, and READ XL. Have students complete a SDQR Chart filling in the appropriate columns with information Stated in the text (S), what the text Doesn’t say (D), Questions they have from the reading (Q), and Reflections on the reading (R). Students then write a brief summary stating the author’s purpose for writing the piece. Place student in groups to share their findings. (RL.6.1, RL.6.3, RL.6.5, W. 6.4, W.6.9, SL.6.1.a, L.6.1, L.6.2, L.6.3)
 - Read “Abd al-Rahman Ibrahima” from Now Is Your Time by Walter Dean Myers (McDougal). As you read, think about Ibrahima’s internal journey. Write an essay that discusses ways in which Ibrahima changes and the ways in which he stays the same. Use evidence from the text to support your thinking. Edit your writing for correct sentence structure, grammar, punctuation, and spelling. Your essay should be written for an audience familiar with the text. (RI.6.3, RI.6.1, W.6.4, L.6.1, L.6.2)
 - Read “Storm” from Woodson by Gary Paulsen (Holt). Imagine that Storm decides to tell the world a few things about Paulsen. How would Storm tell the story of hauling the heavy stone? Use the personal pronoun “I” to retell the story from Storm’s point of view. Illustrate and publish your story using Photo Story 3. Use the Peer Review Strategy for constructive feedback to help you improve your writing. Share your Photo Story with your class. (RL.6.6, W.6.3, W.6.6, W.6.4, W.6.5, L.6.1, L.6.2, L.6.3, SL.6.4, SL.6.5)
 - Reflect on the different texts read and discussed in class. Write an essay in response to the question: How do writers use words and actions to develop point of view? Cite specific details from text read. Work with a partner to edit and strengthen your essay. (RL.6.1, RL.6.5, RL.6.6, W. 6.4, W.6.2)
-  = LDC Task Templates
-  [Insert optional question] After researching (informational texts) on (content/topic), write (an essay or substitute) in which you argue (content). Support your position with evidence from your research. (Argumentation/Analysis)
-  [Insert optional question] After reading (literature or informational texts), write (an essay or substitute) in which you address the question and argue (content/topic). Support your position with evidence from the text(s). (Argumentation/Analysis)
-  [Insert optional question] After reading (literature or informational texts), write (an essay or substitute) in which you discuss (content) and evaluate (content). Support your position with evidence from the text(s) (Argumentation/Evaluation)

INDEPENDENT READING

Suggested Activity: Have students a culminating project to showcase of the books they have read independently highlighting those that made the most impact on their thinking and reading life. Mark books that reflect an increase in complexity level to provide feedback to students on progress toward College and Career Standards. (RL.6.10, RI.6.10)

Suggested books (with Lexiles) from the IDR classroom libraries.

- Bridge to Terabithia (Katherine Paterson) (810L)
- Sing Down the Moon (Scott O’Dell) (820L)
- Harlem Summer (Walter Dean Myers) (Lexile not available)
- The Cay (Theodore Taylor) (860L)
- The Journal of Bidy Owens, The Negro Leagues, Birmingham, Alabama 1948 (Walter Dean Myers) (920L)
- Heroes of the Environment, True Stories of People Who Are Helping to Protect Our Planet (Harriet Rohmer) (1070L)
- Through My Eyes (Ruby Bridges) (860L)

KEY TERMINOLOGY

- Argument
- Claims
- Credible Evidence
- Connotations
- Denotations
- Compare and Contrast

- Paraphrase
- Point of View
- Perspective
- Trace and Evaluate
- Digital Sources
- Refute
- Verify
- Validity
- Rebuttal

GROWTH MONITORING

Teachers will...

- analyze and share with students results of formative and summative assessments to determine next steps in content instruction.
- collaborate with teachers in all content areas to conduct regular Literacy Reviews of students' reading and writing growth.
- conduct reading conferences to monitor student growth/accountability with the focus on self-selected independent reading.
- provide feedback (written and oral) on strengths and areas of growth in reading, writing, language, and speaking and listening.

Students will...

- establish personal learning goals, monitor growth with self-assessments, and track their progress toward specific goals and deadlines.
- analyze results of formative and summative assessments to determine areas of strength and growth and use information to revise goal.

PLANNING SUGGESTIONS

Teacher Note: Use the Lesson Planning template to develop instructional units. Use classroom libraries to encourage and develop students' independent reading. Monitor reading progress toward grade-level complex texts.

Weeks 1- 3

- Begin by reviewing writing goals to determine what they must do to master the end-of year standards and be prepared for the for the KPREP writing assessments.
- Review different models of writing structures that illustrate how writers use a specific structure and/or blend structures to present information or present an argument.
- Use samples from a variety of text, including excerpted passages from texts in the Exemplar Libraries to revisit reading and writing standards.
- Provide intervention lessons as needed to address areas needing additional focus. This includes revisiting incorrect answer choices on previous diagnostic and proficiency assessments to review how to address challenging question structures.
- Use the Literacy Notebook to reflect on what they have learned throughout the year and as a starting point for the writing during this cycle. Lessons should incorporate collaboration and conversation in pairs, small groups, and large group discussions with a focus on the focus standards and standards needing more attention.
- Collaborate with other content teachers to develop and implement standards-based interdisciplinary projects or tasks to deepen students understanding of standards.
- Continue independent reading with an emphasis on identifying points of view and arguments presented within texts (both informational and literary).
- Model a variety of approaches for determining how effectively an author or speaker communicates his/her point of view, how sound is the reasoning, how relevant is the evidence, and how he/she responds to conflicting evidence.
- Use discussion as an oral rehearsal of the strategies students should use in presenting answers to questions using evidence from texts.
- Continue to provide opportunities for students to engage in discussion of relevant issues in the news (use current event issues from NEWSELAL as a text source) to reinforce the use of credible and relevant evidence from a text source. Conduct classroom discussions analyzing group reasons and evidence; create or use and existing rubric to determine validity of the claims.
- Use one of the Close Reading Lessons from the Anthology Alignment Project or Achievethecore.org formatively assess students ability to grapple with complex texts and text dependent questions (TDQs).

- Make adjustments in teaching as needed to address misconceptions. Conduct reading conferences to monitor students' independent reading with emphasis on moving toward texts of increasing text complexity to meet standards.

Weeks 4-6

- Analyze two texts dealing with the same issue that have opposing viewpoints; have students identify where the texts disagree on matters of fact and interpretation. Then, using text-based evidence, have students respond to this analysis in their Literacy Notebooks. Challenge students to communicate responses clearly, validating each reason given in their notebook. Have students share their responses in pairs, small groups or whole group discussions.
- Review the protocols students must use in an On-Demand writing situation. Have students respond to a writing prompt in a timed setting to formatively assess their writing progress and identify any areas for intervention.
- Have students continue analyzing texts and multimedia sources for point of view, perspective and argument.
- Continue to prepare students for writing in a timed setting by having students respond to an on demand writing prompt in a timed setting. Refer to the Understanding the Three Modes of Writing for guidance on how students must develop and revise writing. Use released items from KDE, items from Middle School Resources, or school developed items.
- Include time for students to engage with text during independent reading and provide focus questions to assess students' mastery of reading standards (formative).
- Conduct independent reading and writing conferences to monitor students' independent reading, check fluency and comprehension and reflect on their literacy goals.

Week 7-9

- Monitor student writing for use of techniques, strategies, and structures identified in mentor texts.
- Students present claims and findings in a focused and coherent manner integrating multimedia and visual displays where appropriate.
- Continue independent reading with emphasis on increasing text complexity.
- Students revise and edit writing /multimedia communication pieces using student/teacher created rubrics and conferencing notes.
- Administer the KPRE Assessments as per the district Schedule.
- Set aside time for students to review submissions for the JCPS Writing portfolio to include the required examples as well as other writing that exemplifies their work throughout the year and across content areas.
- Identify students needing specific skill instruction and differentiate lessons to include small group time for intervention within the class. This should continue until the final days of school to prepare students for 7th grade.
- Have students conduct a self-analysis of their progress toward meeting personal learning goals. Include feedback and notes to guide the students and teacher in setting goals for the next year.