



## Kutztown Area School District Curriculum (Unit Map)

### Grade 6 Reading

Written by Andrea Stern

**Course Description:** The reading course in 6th grade will focus on comprehension and decoding, as well as appreciation. Reading materials will be drawn from non-fiction as well as fictional sources. Students will practice study skills to aid them across the curriculum.

### Table of Contents

<b>Unit #</b>	<b>Title</b>
<u><a href="#">1</a></u>	<i>Warm Ups</i>
<u><a href="#">2</a></u>	<i>Vocabulary</i>
<u><a href="#">3</a></u>	<i>Independent Reading</i>
<u><a href="#">4</a></u>	<i>Maniac Magee - Author's Craft/Jerry Spinelli Author Study</i>
<u><a href="#">5</a></u>	<i>Buried Alive - Expository &amp; Nonfiction</i>
<u><a href="#">6</a></u>	<i>Hatchet/Gary Paulsen Author Study</i>
<u><a href="#">7</a></u>	<i>Journal Responses</i>
<u><a href="#">8</a></u>	<i>Al Capone Does My Shirts</i>
<u><a href="#">9</a></u>	<i>Reader's Theater</i>
<u><a href="#">10</a></u>	<i>Word Parts Unit</i>

<b>Unit #/Title</b>	1/Warm Ups	<b>Time Frame</b>	Daily
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**Standards**

**READING INFORMATIONAL TEXT**

- CC.1.2.6.A** Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- CC.1.2.6.B** Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text
- CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
- CC.1.2.6.D** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text
- CC.1.2.6.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context
- CC.1.2.6.G** Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CC.1.2.6.H** Evaluate an author’s argument by examining claims and determining if they are supported by evidence
- CC.1.2.6.I** Examine how two authors present similar information in different types of text.
- CC.1.2.6.J** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.6.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.2.6.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**READING LITERATURE**

- CC.1.3.6.A** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- CC.1.3.6.B** Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- CC.1.3.6.D** Determine an author’s purpose in a text and explain how it is conveyed in a text.
- CC.1.3.6.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.
- CC.1.3.6.H** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

**WRITING**

- CC.1.4.6.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension
- CC.1.4.6.F** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- CC.1.4.6.I** Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
- CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction

<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text</li> <li>• Purpose, topic and audience guide types of writing</li> <li>• Writing is a means of documenting thinking</li> </ul>	<ul style="list-style-type: none"> <li>• How does interaction with text provoke thinking and response?</li> <li>• How do multiple texts explore the same themes in different ways?</li> <li>• What strategies do I use to comprehend informational and narrative text?</li> </ul>

Content	Skills
<ul style="list-style-type: none"> <li>Essential content of text, including literary elements and devices, inform meaning</li> <li>Textual features and organization inform meaning</li> <li>Acquiring and applying a robust vocabulary assists in constructing meaning</li> </ul>	<ul style="list-style-type: none"> <li>Identify and distinguish between components of fiction and nonfiction texts</li> <li>Identify and analyze relationships between characters, topics, events, sequence of events, setting, and/or plot within and among texts (i.e. literary elements)</li> <li>Summarize key information from a variety of mediums</li> <li>Question, reflect on, and interpret essential content across texts</li> <li>Differentiate fact from opinion across texts</li> <li>Distinguish between essential and nonessential information within and among texts, describing the use of persuasive techniques, stereotypes and bias where present</li> <li>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions</li> <li>Analyze organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning</li> <li>Use contextual cues to confirm the literal, figurative, and idiomatic meaning of vocabulary</li> <li>Use grade appropriate resources to confirm and extend meaning of vocabulary</li> </ul>

<b>Unit #/Title</b>	2/Vocabulary	<b>Time Frame</b>	Ongoing
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<b>Standards</b>
<p><b>READING INFORMATIONAL TEXT</b></p> <p><b>CC.1.2.6.F</b> Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context</p> <p><b>CC.1.2.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.6.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.6.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>READING LITERATURE</b></p> <p><b>CC.1.3.6.F</b> Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.3.6.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p>

**CC.1.3.6.J** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

**WRITING**

**CC.1.4.6.E** Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style

**SPEAKING & LISTENING**

**CC.1.5.6.G** Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"><li>An expanded vocabulary enhances one’s ability to express ideas and information.</li></ul>	<ul style="list-style-type: none"><li>Why learn new words?</li><li>What strategies and resources does I use to figure out unknown vocabulary?</li><li>How do I develop and refine my vocabulary?</li></ul>
<b>Content</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>Vocabulary acquisition and use including the connotative meaning of words</li><li>Strategies to identify unknown words</li></ul>	<ul style="list-style-type: none"><li>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li><li>Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone</li></ul>

<b>Unit #/Title</b>	3/Independent Reading	<b>Time Frame</b>	Ongoing
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<b>Standards</b>
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- CC.1.2.6.A** Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- CC.1.2.6.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.
- CC.1.2.6.J** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.6.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies
- CC.1.2.6.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.3.6.C** 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.
- CC.1.3.6.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.
- CC.1.3.6.I** 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 and tools.
- CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.4.6.F** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- CC.1.5.6.A** Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<b>Big Ideas</b>	<b>Essential Questions</b>
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| <ul style="list-style-type: none"> <li>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text</li> </ul> | <ul style="list-style-type: none"> <li>How does interaction with text provoke thinking and response?</li> </ul> |
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<b>Content</b>	<b>Skills</b>
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| <ul style="list-style-type: none"> <li>Essential content of text, including literary elements and devices, inform meaning</li> <li>Acquiring and applying a robust vocabulary assists in constructing meaning</li> </ul> | <ul style="list-style-type: none"> <li>Identify and distinguish between components of fiction and nonfiction texts</li> <li>Interpret the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, and imagery)</li> <li>Identify and analyze relationships between characters, topics, events, sequence of events, setting, and/or plot within and among texts (i.e. literary elements)</li> <li>Identify conflict, theme and/or point of view within and among texts</li> <li>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions</li> <li>Generate connections between and among words based on meaning, content, and context</li> <li>Use contextual cues to confirm the literal, figurative, and idiomatic meaning of vocabulary</li> <li>Use grade appropriate resources to confirm and extend meaning of vocabulary</li> </ul> |
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<b>Unit #/Title</b>	4/Maniac Magee - Author's Craft/Jerry Spinelli Author Study	<b>Time Frame</b>	8 Weeks
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<b>Standards</b>	
<p><b>C.1.2.6.A</b> Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>CC.1.2.6.B</b> Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p><b>CC.1.2.6.C</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p><b>CC.1.2.6.D</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>CC.1.2.6.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.6.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p><b>CC.1.3.6.A</b> 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.</p> <p><b>CC.1.3.6.B</b> Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p><b>CC.1.3.6.C</b> 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.</p> <p><b>CC.1.3.6.D</b> Determine an author's purpose in a text and explain how it is conveyed in a text.</p> <p><b>CC.1.3.6.E</b> Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p><b>CC.1.3.6.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.3.6.G</b> Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.</p> <p><b>CC.1.3.6.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p><b>CC.1.3.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.3.6.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text</li> <li>Writing is a means of documenting thinking</li> </ul>	<ul style="list-style-type: none"> <li>How does interaction with text provoke thinking and response?</li> </ul>
<b>Content</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Essential content of text, including literary elements and devices, inform meaning</li> <li>Acquiring and applying a robust vocabulary assists in constructing meaning</li> <li>Focus, content, organization, style, and conventions work together to impact writing quality</li> </ul>	<ul style="list-style-type: none"> <li>Interpret the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, and imagery)</li> <li>Identify and analyze relationships between characters, topics, events, sequence of events, setting, and/or plot within and among texts (i.e. literary elements)</li> <li>Identify conflict, theme and/or point of view within and among texts</li> <li>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions</li> <li>Generate connections between and among words based on meaning, content, and context</li> </ul>

	<ul style="list-style-type: none"> <li>• Use contextual cues to confirm the literal, figurative, and idiomatic meaning of vocabulary</li> <li>• Use grade appropriate resources to confirm and extend meaning of vocabulary</li> <li>• Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus)</li> <li>• Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content)</li> </ul>
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<b>Unit #/Title</b>	5/Buried Alive – Expository & Nonfiction	<b>Time Frame</b>	5 Weeks
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<b>Standards</b>
<p><b>CC.1.2.6.A</b> Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>CC.1.2.6.B</b> Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p><b>CC.1.2.6.D</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>CC.1.2.6.E</b> Analyze the author’s structure through the use of paragraphs, chapters, or sections.</p> <p><b>CC.1.2.6.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.2.6.G</b> 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.</p> <p><b>CC.1.2.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.6.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.6.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p><b>CC.1.3.6.A</b> 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.</p> <p><b>CC.1.3.6.B</b> Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text</p> <p><b>CC.1.3.6.D</b> Determine an author’s purpose in a text and explain how it is conveyed in a text.</p> <p><b>CC.1.3.6.E</b> Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p><b>CC.1.3.6.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context</p> <p><b>CC.1.3.6.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p><b>CC.1.3.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension</p>

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>How do readers create meaning from informational text?</li> <li>What strategies do I use to figure out unknown vocabulary?</li> </ul>
Content	Skills
<ul style="list-style-type: none"> <li>Point of View</li> <li>Text Structure</li> <li>Vocabulary</li> <li>Evaluating Arguments</li> <li>Main Idea</li> <li>Text Analysis</li> <li>Range of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Determine author's point of view and explain how it is conveyed in text</li> <li>Analyze the author's structure through the use of paragraphs, chapters, or sections.</li> <li>Determine the meaning of words and phrases including interpretation of figurative language in content.</li> <li>Examine claims and determine if they are supported by evidence.</li> <li>Determine two or more main or central ideas of a text and how they are conveyed through particular details, provide a summary without personal opinions</li> <li>Cite textual evidence to support analysis of what the text says explicitly as well as inferences and /or generalization drawn from the text.</li> <li>Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> <li>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</li> <li>Determine the meaning of unknown and multiple-meaning words and phrases</li> </ul>

<b>Unit #/Title</b>	6/Hatchet/Gary Paulsen Author Study	<b>Time Frame</b>	8 Weeks
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Standards
<p><b>CC.1.3.6.D</b> Determine an author's purpose in a text and explain how it is conveyed in a text.</p> <p><b>CC.1.3.6.E</b> Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p><b>CC.1.3.6.F</b> Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.3</b> Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p><b>CC.1.3.6.A</b> 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.</p> <p><b>CC.1.3.6.B</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p><b>CC.1.3.6.C</b> 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.</p>

**CC.1.3** Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

**CC.1.3.6.I** 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 and tools.

**CC.1.3.6.J** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.</li> <li>● Effective readers use appropriate strategies to construct meaning.</li> <li>● An expanded vocabulary enhances one’s ability to express ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>● How does interaction with text provoke thinking and response?</li> <li>● How do strategic readers create meaning from informational and literary text?</li> </ul>
Content	Skills
<ul style="list-style-type: none"> <li>● Point of view</li> <li>● Text Structure</li> <li>● Vocabulary</li> <li>● Theme</li> <li>● Text Analysis</li> <li>● Literary Elements</li> <li>● Range of Reading</li> <li>● Word Attack Strategies</li> <li>● Vocabulary Acquisition and Use</li> <li>● Response to Literature</li> </ul>	<ul style="list-style-type: none"> <li>● Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text</li> <li>● Analyze the development of the meaning through the overall structure of the text</li> <li>● Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context</li> <li>● Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching</li> <li>● 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</li> <li>● Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text</li> <li>● 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</li> <li>● Read and comprehend literary fiction on grade level, reading independently and proficiently</li> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction</li> </ul>

<b>Unit #/Title</b>	7/Journal	<b>Time Frame</b>	Bi-weekly
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<b>Standards</b>	
<p><b>CC.1.2.6.D:</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>CC.1.2.6.E:</b> Analyze the author’s structure through the use of paragraphs, chapters, or sections.</p> <p><b>CC.1.2.6.F:</b> Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.2.6.H:</b> Evaluate an author’s argument by examining claims and determining if they are supported by evidence.</p> <p><b>CC.1.2.6.I:</b> Examine how two authors present similar information in different types of text.</p> <p><b>CC.1.2.6.A:</b> Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>CC.1.2.6.B:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p><b>CC.1.2.6.C:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p><b>CC.1.2 Reading Informational Text:</b> Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p><b>CC.1.2.6.J:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text</li> <li>Writing</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. s a means of documenting thinking</li> <li>Effective readers use appropriate strategies to construct meaning.</li> </ul>	<ul style="list-style-type: none"> <li>How does interaction with text provoke thinking and response?</li> <li>How do we develop into effective writers?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>What is this text really about?</li> </ul>
<b>Content</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Essential content of text, including literary elements and devices, inform meaning</li> <li>Textual features and organization inform meaning</li> <li>Acquiring and applying a robust vocabulary assists in constructing meaning</li> <li>Focus, content, organization, style, and conventions work together to impact writing quality</li> <li>Evaluating Arguments</li> <li>Analysis Across Texts</li> </ul>	<ul style="list-style-type: none"> <li>Identify and distinguish between components of fiction and nonfiction texts</li> <li>Identify and analyze relationships between characters, topics, events, sequence of events, setting, and/or plot within and among texts (i.e. literary elements)</li> <li>Summarize key information from a variety of mediums</li> <li>Question, reflect on, and interpret essential content across texts</li> <li>Differentiate fact from opinion across texts</li> <li>Distinguish between essential and nonessential information within and among texts</li> <li>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions</li> <li>Identify and analyze the characteristics of various genre (e.g. poetry, drama, fiction) to determine the appropriateness of chosen form for author’s purpose</li> <li>Analyze organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning</li> <li>Use headings to locate information, identify content that would best fit a specific section of a text.</li> </ul>

	<ul style="list-style-type: none"> <li>• Analyze graphics (e.g. charts, graphics, captions) in text to clarify and enhance meaning</li> <li>• Generate connections between and among words based on meaning, content, and context</li> <li>• Use contextual cues to confirm the literal, figurative, and idiomatic meaning of vocabulary</li> <li>• Apply academic vocabulary across disciplines</li> <li>• Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content)</li> <li>• Write a series of paragraphs with topic sentences and supporting details that are relevant to the focus</li> <li>• Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within and between paragraphs (organization)</li> <li>• Use the introduction to establish the purpose</li> <li>• Use grade appropriate conventions of written language when writing and editing (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions)</li> <li>• Evaluate an author’s argument by examining claims and determining if they are supported by evidence</li> <li>• Examine how two authors present similar information in different types of text</li> </ul>
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<b>Unit #/Title</b>	8/Al Capone Does My Shirts	<b>Time Frame</b>	3-4 Weeks
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<b>Standards</b>
<p><b>CC.1.3.6.D</b> Determine an author’s purpose in a text and explain how it is conveyed in a text.</p> <p><b>CC.1.3.6.E</b> Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p><b>CC.1.3.6.F</b> Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.3</b> Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p><b>CC.1.3.6.A</b> 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.</p> <p><b>CC.1.3.6.B</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p><b>CC.1.3.6.C</b> 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.</p> <p><b>CC.1.3</b> Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p><b>CC.1.3.6.I</b> 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 and tools.</p> <p><b>CC.1.3.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.4.6.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p>

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text</li> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, evaluating</li> </ul>	<ul style="list-style-type: none"> <li>How does interaction with text provoke thinking and response?</li> <li>What do good listeners do?</li> <li>How do active listeners make meaning?</li> </ul>
Content	Skills
<ul style="list-style-type: none"> <li>Essential content of text, including literary elements and devices, inform meaning.</li> <li>Acquiring and applying a robust vocabulary assists in constructing meaning.</li> <li>Focus, content, organization, style, and conventions work together to impact writing quality.</li> </ul>	<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>Interpret the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, and imagery)</li> <li>Identify and analyze relationships between characters, topics, events, sequence of events, setting, and/or plot within and among texts (i.e. literary elements)</li> <li>Identify conflict, theme and/or point of view within and among texts</li> <li>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions</li> </ul>

<b>Unit #/Title</b>	9/Reader's Theater	<b>Time Frame</b>	3-4 Weeks
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Standards
<p><b>CC.1.3.6.A</b> 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.</p> <p><b>CC.1.3.6.C</b> 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.</p> <p><b>CC.1.3.6.D</b> Determine an author's purpose in a text and explain how it is conveyed in a text.</p> <p><b>CC.1.3.6.E</b> Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p><b>CC.1.3.6.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context</p> <p><b>CC.1.3.6.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p><b>CC.1.3.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.3.6.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>CC.1.5.6.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.6.E</b> Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.6.F</b> Include multimedia components and visual displays in presentations to clarify information.</p> <p><b>CC.1.5.6.G</b> Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>

<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Effective speakers prepare and communicate messages to address the audience and purpose.</li> <li>• Effective readers use appropriate strategies to construct meaning.</li> <li>• Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> </ul>	<ul style="list-style-type: none"> <li>• How do speakers employ language and utilize resources to effectively communicate a message?</li> <li>• How do strategic readers create meaning from literary text?</li> <li>• How does a reader's purpose influence how text should be read?</li> </ul>
<b>Content</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Range of Reading</li> <li>• Text Structure</li> <li>• Sources of Information</li> <li>• Text Analysis</li> <li>• Theme</li> <li>• Literary Elements</li> </ul>	<ul style="list-style-type: none"> <li>• Include multimedia components and visual displays in presentations to clarify information.</li> <li>• Read and comprehend literary text on grade level, reading independently and proficiently</li> <li>• Analyze the development of meaning through the overall structure of the text.</li> <li>• Compare or contrast texts in different forms or genres.</li> <li>• Determine a theme and how it is conveyed through details</li> <li>• Describe how a particular 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</li> </ul>

<b>Unit #/Title</b>	10/Word Parts	<b>Time Frame</b>	2 Weeks
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<b>Standards</b>	
<p><b>CC.1.2.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.6.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.6.F</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p><b>CC.1.3.6.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.5.6.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Effective use of vocabulary builds social and academic knowledge</li> <li>• Spoken language can be represented in print.</li> <li>• Language is used to communicate and to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• How can the knowledge of language help us to communicate and understand?</li> <li>• Why learn new words?</li> </ul>

<b>Content</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>• Changes in word parts affect meaning.</li><li>• In the English language words can be understood by analyzing both the phonetic and the morphological parts.</li></ul>	<ul style="list-style-type: none"><li>• Apply word analysis skills (e.g.: syllabication, root words, prefixes, suffixes, inflectional endings) to read and unlock meaning of words.</li><li>• Use the knowledge of language, including word origins and morphology to unlock meaning of specialized vocabulary across disciplines</li><li>• Develop an increasingly sophisticated working vocabulary including specialized vocabulary from academic content areas.</li><li>• Read with fluency, accuracy and prosody appropriate to task and text.</li></ul>