

Curriculum Map: Riverview Grade 6 ELA

Course: Language Arts: Grade Six

Grade(s): 6

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

Course Student Learning Outcomes:

1.2 Reading Informational Text
Students read, understand, and respond to informational text with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

1.3 Reading Literature
Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

1.5 Speaking and Listening
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Course
Essential
Questions:**

1. How do strategic readers create meaning from informational and literary text?
2. What is the text really about?
3. How do readers know what to believe?
4. How do what readers read influence how they should read it?
5. How does a reader's purpose influence how text should be read?
6. How do readers know what to believe and what they read, hear, and view?
7. How does interaction with text provoke thinking and response?
8. What do good listeners do?
9. How do active listeners make meaning?
10. How do active listeners know what to believe in what they hear?
11. How do task, purpose, and audience influence how speakers craft and deliver a message?
12. How do speakers employ language and utilize resources to effectively communicate a message?
13. What does a reader look for and how can s/he find it?
14. How does a reader know a source can be trusted?
15. How does one organize and synthesize information from various sources?
16. How does one best present findings?
17. What makes clear and effective writing?
18. Why do writers write? What is the purpose?
19. Who is the audience? What will work best for the audience?
20. How do learners make decisions concerning formal and informal language in social and academic settings?
21. How do grammar and the conventions of language influence spoken and written communication?
22. Why learn new words?
23. What strategies and resources does the learner use to figure out unknown vocabulary?
24. How does one develop and refine vocabulary?

Course Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate messages to address the audience and purpose.
5. Effective research requires the use of varied resources to gain or expand knowledge.
6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
8. An expanded vocabulary enhances one's ability to express ideas and information.

Course Academic Vocabulary:

Module 1 Vocabulary

Determine

Evaluate

Evidence

Strategy

Transition

Format

Credible

Phrases

Awareness

Specific

Logical

Accentuate

Adequate

Module 2 Vocabulary

Purpose

Intended

Acquire

Convey

Aspect

Consistent

Expression

Stylistic

Module 3 Vocabulary

Complexity

Voice

Formal

Genre

Integrate

Relevant

Sensory

Convey

Diverse

Module 4 Vocabulary

Distinct

Explicit

Inference

Generalization

Structure

Resolution

Contribute

Evidence

Module 5 Vocabulary

Contribute

Multimedia

Credible

Assess

Plagiarism

Bibliographic

Cite

Particular

**Course Long
Term
Transfer
Goals:**

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions and to evaluate accuracy in order to learn, reflect, and respond.

Unit: How Point of View Influences Perceptions.

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

Unit Student Learning Outcomes: Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

Informational: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
Opinion: Organize the claim(s) with clear reasons and evidence clearly; clarify

relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. Narrative: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

Write with an awareness of the stylistic aspects of composition

Unit Essential Questions:

1. Why do writers write? What is the purpose?
2. Who is the audience? What will work best for the audience?
3. How does a reader's purpose influence how text should be read?
4. How do what readers read influence how they should read it?
5. What is the text really about?
6. How do strategic readers create meaning from informational and literary text?
7. What does a reader look for, and how can he/she find it?
8. How to task, purpose, and audience influence how speakers craft and deliver a message?

Unit Big Ideas:

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

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

Unit Misconceptions & Proper Conceptions:

Misconceptions

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

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

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

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

Proper Conceptions

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

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

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

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

**Unit
Academic
Vocabulary &
Definitions:**

Vocabulary

Determine

Evaluate

Evidence

Strategy

Transition

Format

Credible

Phrases

Awareness

Specific

Logical

Accentuate

Adequate

**Unit Student
Performance
Tasks:**

Focus Standards Addressed in this Module

CC.1.2.6

.A -

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

CC.1.4.6

.D -

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

[CC.1.4.6](#)

[.I](#) -

comprehension.

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

[CC.1.4.6](#)

[.K](#) -

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice
- Establish and maintain a formal style.
-

Important Standards Addressed in this Module

[CC.1.2.6](#)

[.B](#) -

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

[CC.1.2.6](#)

[.D](#) -

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

[CC.1.3.6](#)

[.F](#) -

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

[CC.1.3.6](#)

[.H](#) -

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

Lesson Topic: Summarizing

Core

Lesson/Topic In the sixth grade, the students will summarize a variety of texts, both literary and informational, making distinctions from personal opinions or judgments.

Description:

Core

Lesson/Topic Complete the Collins 10 Percent Summary Form in order to summarize a literary or informational text using central ideas from the text.

Big Ideas:

Correctly identify the title, source, and author of the text used to produce the summary.

Lesson Topic: Comparing and Contrasting Using Graphic Organizers and Transitional Words and Phrases

Lesson Topic: Text Evidence and Analysis

Lesson Topic: Author's Point of View

Lesson Topic: Using Supporting Evidence

Unit: How Words Have the Power to Shape Our World.

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

Unit Student Learning Outcomes: Informational: Identify and introduce the topic for the intended audience. Opinion: Introduce and state an opinion on a topic. Narrative: Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

Write with an awareness of the stylistic aspects of composition.

Unit Essential Questions:

1. Why learn new words?
2. How does one develop and refine vocabulary?
3. What strategies and resources does the learner use to figure out unknown vocabulary?
4. How do grammar and the conventions of language influence spoken and written communication?
5. How do learners make decisions concerning formal and informal language in social and academic settings?
6. How do speakers employ language and utilize resources to effectively communicate a message?

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

Ideas:

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

Unit Misconceptions & Proper Conceptions:

Misconceptions

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

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

"Voice" cannot be taught to writers; they either write with it or they don't.

Proper Conceptions

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

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

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

Unit Academic Vocabulary & Definitions:

Vocabulary

Purpose

Intended

Acquire

Convey

Aspect

Consistent

Expression

Stylistic

**Unit Student
Performance
Tasks:**

Focus Standards Addressed in this Module

CC.1.4.6

.B -

CC.1.4.6

.D -

Identify and introduce the topic for the intended audience.

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

CC.1.4.6

.E -

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

CC.1.4.6

.K -

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice
- Establish and maintain a formal style.
-

Important Standards Addressed in this Module

CC.1.2.6

.D -

CC.1.2.6

.J -

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

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

CC.1.3.6

.D -

CC.1.4.6

.F -

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

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Lesson Topic: Author's Purpose and Point of View

Lesson Topic: Determining Audience for Writing and Speaking

Lesson Topic: Using Appropriate Content Vocabulary

Lesson Topic: Organizing Ideas, Concepts, and Information

Lesson Topic:

Unit: The Way Individuals Change Over Time

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

Unit Student Learning Outcomes: Informational: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented. Narrative: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

Write with an awareness of the stylistic aspects of composition.

Unit Essential Questions:

1. How do active listeners make meaning?
2. How does one organize and synthesize information from various sources?
3. How do grammar and conventions of language influence spoken and written communication?
4. What do good listeners do?

5. Why learn new words?

6. What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas:

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

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

Unit Misconceptions & Proper Conceptions:

Misconceptions

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

Writers use just one organizational structure in a text.

Proper Conceptions

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

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

Unit Academic Vocabulary & Definitions:

Vocabulary

Complexity

Voice

Formal

Genre

Integrate

Relevant

Sensory

Convey

Diverse

Focus Standards Addressed in this Module

[CC.1.4.6](#)
[.D](#) -

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

[CC.1.4.6](#)
[.P](#) -

Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

[CC.1.4.6](#)
[.Q](#) -

Write with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Use precise language.
- Develop and maintain a consistent voice.
-

Important Standards Addressed in this Module

[CC.1.2.6](#)
[.F](#) -

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

[CC.1.2.6](#)
[.G](#) -

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

[CC.1.2.6](#)
[.I](#) -

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

[CC.1.3.6](#)
[.G](#) -

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

[CC.1.3.6](#)
[.H](#) -

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

[CC.1.3.6](#)
[.I](#) -

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies and tools.

[CC.1.5.6](#)
[.C](#) -

Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Lesson Topic: Pairing-Texts

Lesson Topic: Compare and Contrast Audio and Visual Materials

Lesson Topic: Narrative Techniques

Lesson Topic: Interpret Information through Diverse Media

Unit: How Perceptions of Others Shape Our Choices

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

Unit Student Learning Outcomes: Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

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

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

Narrative: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

Unit Essential Questions:

1. How does interaction with text provoke thinking and response?
2. What strategies and resources does the learner use to figure out unknown vocabulary?
3. What makes clear and effective writing?
4. How does one best present findings?
5. How do speakers employ language and utilize resources to effectively communicate a message?
6. How do strategic readers create meaning from informational and literary text?

Unit Big Ideas:

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

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

Unit Misconceptions & Proper Conceptions:

NONE

Unit Academic Vocabulary & Definitions:

Vocabulary

Distinct

Explicit

Inference

Generalization

Structure

Resolution

Contribute

Evidence

Unit Student Performance Tasks:

Focus Standards Addressed in this Module

<u>CC.1.2.6</u> <u>.A</u> -	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.
<u>CC.1.3.6</u> <u>.A</u> -	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.
<u>CC.1.3.6</u> <u>.C</u> -	Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
<u>CC.1.3.6</u> <u>.E</u> -	Analyze how the structure of a text contributes to the development of theme, setting, and plot.
<u>CC.1.4.6</u> <u>.P</u> -	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

Important Standards Addressed in this Module

<u>CC.1.2.6.</u> <u>B</u> -	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
<u>CC.1.2.6.</u> <u>C</u> -	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
<u>CC.1.2.6.</u> <u>E</u> -	Analyze the author’s structure through the use of paragraphs, chapters, or sections.
<u>CC.1.3.6.</u> <u>B</u> -	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
<u>CC.1.4.6.</u> <u>N</u> -	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

Lesson Topic: Analyze Plot Events and Setting

Lesson Topic: Cite Text Evidence for Analysis

Lesson Topic: Theme/Central Idea

Lesson Topic: Text Structure and Analysis

Lesson Topic: Plot Sequencing

Unit: Determining What Is Trustworthy

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

Unit Student Learning Outcomes: Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

Informational: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. Opinion: Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. Narrative: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Unit Essential Questions:

1. How do readers know what to believe and what they read, hear, and view?
2. How do active listeners know what to believe in what they hear?
3. How does a reader know a source can be trusted?
4. What makes clear and effective writing?
5. How does one best present findings?
6. How do readers know what to believe?

Unit Big Ideas:

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

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

Unit Misconceptions & Proper Conceptions:

Misconceptions

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

Proper Conceptions

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

Unit Academic Vocabulary & Definitions:

Vocabulary

Contribute

Multimedia

Credible

Assess

Plagiarism

Bibliographic

Cite

Particular

Unit Student Performance Tasks:

Focus Standards Addressed in this Module

[CC.1.2.6](#)

[A](#) -

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

[CC.1.3.6](#)

Analyze how the structure of a text contributes to the

<u>.E</u> -	development of theme, setting, and plot.
<u>CC.1.4.6</u>	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<u>.C</u> -	
<u>CC.1.4.6</u>	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
<u>.I</u> -	
<u>CC.1.4.6</u>	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.
<u>.J</u> -	
<u>CC.1.4.6</u>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.
<u>.W</u> -	

Important Standards Addressed in this Module

<u>CC.1.2.6.</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
<u>.B</u> -	
<u>CC.1.2.6.</u>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
<u>.C</u> -	
<u>CC.1.3.6.</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
<u>.B</u> -	

Lesson Topic: Textual Analysis

Lesson Topic: Determining Central Ideas and Details

Lesson Topic: Text Evidence

Lesson Topic: Assess Source Credibility

Lesson Topic: Researching Using Multiple Sources