Dec. SW Gr. 6 Read. Fiction

Content Area: **English**
Course(s):
Time Period: **December**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Readers of all ages are drawn to fiction, and it may very well be the genre students are most likely to choose as they search through a library or bookstore. Fiction stories are typically the stories your students will be most familiar with. These are the stories they remember hearing when they were younger—the stories told and retold from generation to generation, from one culture to another. Each story takes you on a journey, an adventure, and an experience with memorable characters and events. The world is full of stories, and through stories we learn about ourselves and others.

Enduring Understandings

Students will: n Recognize different types and structures of fiction (fantasy, traditional tales, and realistic); n Identify common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution); n Understand the narrative, chronological structure of fiction (beginning, middle, and end); n Understand how to read a dramatic play differently from a narrative fiction text; n Understand how the plot structure in a fiction text and how a particular sentence, chapter, or scene fits into the larger structure of a story; n Explain how writers develop the point of view of the narrator or speaker; n Ask questions to help clarify thinking and deepen understanding; n Use strategies before, during, and after reading to enhance comprehension of texts; n Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; n Identify a writer's tone and how it affects readers' emotional responses to a text; n Determine the themes of fiction stories; n Identify big ideas and supporting details within texts; n Synthesize information presented within and across fiction texts; n Compare texts in different forms that share similar themes and topics; and n Deepen their understanding of author's purpose as it relates to the fiction genre.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

How do good readers read and interpret works of Fiction.

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: Building the World of the Story uses all of the mentor texts from the unit, particularly The Circuit: Stories From the Life of a Migrant Child by Francisco Jiménez. Rationale: Readers understand that while there are different types of fiction, they all share the same purpose of entertaining the audience. Students will build the world of the story by asking questions and gathering information to understand the elements of a story. Common Core State Standards: RL.6.1, SL.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6 Skills and Strategies: Text and Genre Features/Structure, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: The Big Picture uses Seedfolks by Paul Fleischman. Rationale: Readers understand that fiction is often organized chronologically. Students will pay attention to time shift signals and the way that chapters fit together to create the overall structure of a narrative. Common Core State Standards: RL.6.1, RL.6.5, RL.6.6, SL.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6, W.6.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Who's Telling the Story? uses Seedfolks by Paul Fleischman. Rationale: Readers recognize a narrator's point of view and how it is developed across a text. Students will learn about the influence that a writer's point of view has on a story. Common Core State Standards: RL.6.1, RL.6.6, SL.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6, W.6.10 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating Mentor Texts The Circuit: Stories From the Life of a Migrant Child by Francisco Jiménez Grandmama's Pride by Becky Birtha I Can Hear the Sun by Patricia Polacco Just a Dream by Chris Van Allsburg The Lily Cupboard: A Story of the Holocaust by Shulamith Levey Oppenheim Seedfolks by Paul Fleischman Fiction Shared Texts "Claudette's Story" by Ed Combs "The Day I Didn't Go to the Pool" by Leslie J. Wyatt from CRICKET Magazine (Lexile Level: 830L) "Leaping Lena, Old Otis, and Me" by Diane L. Burns from CRICKET Magazine (Lexile Level: 660L)

Lesson 4: Character Change uses I Can Hear the Sun by Patricia Polacco. Rationale: Readers understand characters and consider how and why they change. Students will examine characters and their growth or change across a story. Common Core State Standards: RL.6.1, RL.6.3, SL.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Stories Have Friction uses The Circuit: Stories From the Life of a Migrant Child by Francisco Jiménez. Rationale: Readers of fiction pay attention to clues that reveal the conflict, the nature of the conflict, and how the conflict gets resolved. Students will learn to differentiate between internal and external conflicts. Common Core State Standards: RL.6.2, RL.6.3, SL.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6, L.6.6, W.6.10 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Speaking to

Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: The Power of Setting in Historical Fiction uses Grandmama's Pride by Becky Birtha. Rationale: Readers of historical fiction pay close attention to the setting's influence on the characters and conflict. Students will analyze the relationship between conflict and setting. Common Core State Standards: RL.6.3, RL.6.4, SL.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Uncovering Theme and Big Ideas uses Just a Dream by Chris Van Allsburg. Rationale: Readers recognize that stories address larger themes. Students will identify the theme of a story and articulate big ideas that address the theme. Common Core State Standards: RL.6.1, RL.6.2, RL.6.5, SL.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6, L.6.6 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Under a Thematic Umbrella uses The Lily Cupboard: A Story of the Holocaust by Shulamith Levey Oppenheim. Rationale: Readers understand that many stories are connected by common themes. Students will identify these themes and consider how each text addresses them differently. Common Core State Standards: RL.6.1, RL.6.2, SL.6.1, RL.6.10, RI.6.10, SL.6.4, SL.6.6, W.6.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: A Reader's Work uses "The Day I Didn't Go to the Pool" by Leslie J. Wyatt from CRICKET Magazine from the Fiction Shared Texts. Rationale: Readers have different jobs at the beginning, middle, and end of a fiction story. Students will focus on building their understanding of the elements of a story at the beginning of the text and developing thinking throughout the text. Common Core State Standards: RL.6.1, RL.6.10, RI.6.10, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Monitoring and Repairing Comprehension

Lesson 2: Characters React, Respond, and Change uses Just a Dream by Chris Van Allsburg. Rationale: Readers of fiction analyze character change. Students will describe how characters respond or change as the plot moves toward a resolution. Common Core State Standards: RL.6.1, RL.6.2, RL.6.3, RL.6.10, RI.6.10, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Synthesizing

Lesson 3: The Shape of a Story uses The Circuit: Stories From the Life of a Migrant Child by Francisco Jiménez. Rationale: Readers of fiction understand how the plot builds around the conflict. Students will identify key points in the plot structure and identify how much time passes between events. Common Core State Standards: RL.6.3, RL.6.5, RL.6.10, RI.6.10, SL.6.1 Skills and Strategies: Text and Genre

Features/Structure, Making Inferences, Determining Importance

Lesson 4: The Power of Rereading uses The Circuit: Stories From the Life of a Migrant Child by Francisco Jiménez and The Lily Cupboard: A Story of the Holocaust by Shulamith Levey Oppenheim. Rationale: Effective readers reread texts to deepen their understanding and thinking. Students will do close readings of stories to examine symbols. Common Core State Standards: RL.6.1, RL.6.5, RL.6.10, RI.6.10, SL.6.1 Skills and Strategies: Making Inferences, Synthesizing, Monitoring and Repairing Comprehension

Lesson 5: Understanding Characters in Historical Fiction uses The Lily Cupboard: A Story of the Holocaust by Shulamith Levey Oppenheim. Rationale: Readers of historical fiction understand character development and characters' impact on the story. Students will identify the main character as a hero or a bystander. Common Core State Standards: RL.6.1, RL.6.3, RL.6.10, RI.6.10, SL.6.1, W.6.10 Skills and Strategies: Making Inferences, Synthesizing

Lesson 6: Dealing With Difficulty uses The Circuit: Stories From the Life of a Migrant Child by Francisco Jiménez. Rationale: Readers of fiction anticipate different challenges in texts. Students will identify challenges within a text and use strategies to tackle confusion. Common Core State Standards: RL.6.4, RL.6.5, L.6.4, L.6.5, RL.6.10, RI.6.10, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 7: Capturing Mood and Tone uses I Can Hear the Sun by Patricia Polacco. Rationale: Readers of fiction consider point of view and how it affects the story. Students will identify the author's point of view and determine how it affects the tone and mood of the story. Common Core State Standards: RL.6.2, RL.6.4, RL.6.6, RL.6.10, RI.6.10, SL.6.1, L.6.6 Skills and Strategies: Making Inferences, Synthesizing

Lesson 8: Dramatic Reading uses "Claudette's Story" by Ed Combs from the Fiction Shared Texts. Rationale: Readers have knowledge and strategies to enjoy stories in a variety of forms. Students will understand the elements of a drama to experience and understand a play. Common Core State Standards: RL.6.3, RL.6.1, RL.6.10, RI.6.10, SL.6.1, L.6.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 9: Comparing Two Forms uses Grandmama's Pride by Becky Birtha and "Claudette's Story" by Ed Combs from the Fiction Shared Texts. Rationale: Readers of fiction analyze and compare different forms of fiction. Students will compare stories in different forms to examine their approaches to similar topics. Common Core State Standards: RL.6.5, RL.6.7, RL.6.9, RL.6.1, RL.6.10, RI.6.10, SL.6.1, W.6.10 Skills and Strategies: Text and Genre Features/Structure, Synthesizing

Lesson 10: Asking Critical Questions uses all of the texts from the unit, particularly Seedfolks by Paul Fleischman. Rationale: Readers ask critical questions to help them think deeply about texts. Students will reflect on a powerful mentor text and consider how it affects their thinking. Common Core State Standards:

RL.6.1, RL.6.2, RL.6.10, SL.6.1, W.6.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing Summative Assessment Students will read the stories “Emergency on the Mountain” by Kerry McGee and “Danger on Thin Ice” by Diane Bailey Frook from Highlights in order to answer selected and constructed response questions.

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
	An individual’s strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Technology Integration

Students will interact with the lesson through the Smartboard. Students will generate digital projects to document understanding.

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Aimsweb

Writing Samples

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

The Circuit:Stories From the Life of a Migrant Child by Francisco Jiménez Grandmama's Pride by Becky Birtha I Can Hear the Sun by Patricia Polacco Just a Dream by Chris Van Allsburg The Lily Cupboard: A Story of the Holocaust by Shulamith Levey Oppenheim Seedfolks by Paul Fleischman Fiction Shared Texts "Claudette's Story" by Ed Combs "The Day I Didn't Go to the Pool" by Leslie J. Wyatt from CRICKET Magazine (Lexile Level: 830L) "Leaping Lena, Old Otis, and Me" by Diane L. Burns from CRICKET Magazine (Lexile Level: 660L)

Wordly Wise vocabulary workbooks

Write OnCourse 2020

Write OnCourse 2020 grammar workbooks

Standards

L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a

	resolution.
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.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.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.