Unit 2-3 Reading Fantasy/Explanatory Reading and Writing

Content Area: **Language Arts**
Course(s): **E/LA 6**
Time Period: **MP2-3**
Length: **MP2-3**
Status: **Published**

Essential Questions

- How do I analyze and synthesize informational text to understand my topic?
- How do I organize ideas and information to effectively support my claims?

Big Ideas

AS.R.1-3	The interactions of literary elements contribute to its overall meaning.
AS.R.4-6	Authors use the structure of text and nuances of language to craft their work.
AS.R.7-9	Good readers deduce meaning from text through interpretation and comparison.
AS.W.4-6	Technology is a useful tool for assisting authors with the writing process.
AS.L.4-6	Various aspects language can be associated with academic, creative, and professional platforms.

Core Reading: *The Lightning Thief*

Supplemental Resources: *Assorted Greek Mythology-Nonfiction; Journey Across Time SS Text; Scope Magazine, Sadlier-Oxford Vocabulary Workshop,* Google Platform

Core Writing: Expository Essay and Multiple Text Analysis

Other Formative Writings: Poetry, Expository Paragraphs using Multiple Text Evidence, Film novel comparison

Presentation Skills: Google Slides

Cross-Curricular Project: Social studies choice-based RAFT writing project

Technology: Google Platform, research skills, online collaboration, publishing and slides

Critical Concepts

January

Critical Concepts: Craft and Structure

Educational Epiphany, Resource Guide 2, p. 41-81

CC.6.5.A: Analyzing Text Structures, Including How they Contribute to the Development of Ideas and/or Concepts

CC.6.5.B: Analyzing Literary Text Structure and Making Connections between Structures and the Development of Theme, Setting, Plot, Meaning, and/or Style

February

Critical Concepts: Craft and Structure

Educational Epiphany, Resource Guide 2, p. 82-103

CC.6.6.A: Determining Informational Author's Point of View. Determining Author's Purpose

CC.6.6.B: Determining Literary Point of View of Characters and Narrators and/or Making Connections to Literary Point of View and Effects Such as Suspense and Humor

March

Critical Concepts: Integration of Knowledge and Ideas

Educational Epiphany, Resource Guide 3, p. 1-36

CC.6.7.A: Integrating or Comparing and Contrasting, or Evaluating Information from Different Formats and/or Mediums

CC.6.7.B: Comparing and Contrasting a Written Version of a Work to an Audio, Video, Filmed, Staged, or Multimedia Version of the Same Work

Cross-Curricular Integration

Area of Integration: Science

6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Activity:

During a study of the novel, *The Lightning Thief,* students will identify weather related issues as mentioned in the novel such as hurricanes, storms.

SWBAT locate various places on the USA Map as they relate to The Lightning Thief.

CSDT Technology Integration

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activities:

Persuasive Biography Students will independently utilize digital and print resources to locate biographical information on historical figures of the 1930s in order to persuade reader of their influence on modern times.

Crime Buster Project Students will independently conduct a research project on major crime figures of the 1930s

Publishing:

Explanatory Essay: In Text Citations, Works Cited Page, MLA Format

Enduring Understandings

RL.CR.6.1 [M] Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.CI.6.2 [M] Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.

RL.IT.6.3 [M] 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.

RL.TS.6.4. Analyze how a particular piece (e.g. sentence, chapter, scene, [or] 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. [Explain] Determine how an author conveys or develops [the point of view of the narrator or speaker] perspective in a text (through the narrator or speaker when appropriate)

RL.MF.6.6. Compare and contrast [the experience of] 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[, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch]

Informational Text

RI.CR.6.1 [M] Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.CI.6.2 [M] Determine a central idea of a text and analyze its development over the course of the text; summarize the text.

RI.IT.6.3 [M] Analyze in detail how a key individual, event, or idea is introduced, illustrated, and

elaborated in a text (e.g., through examples or anecdotes).

RI.TS.6.4. [Analyze how a particular sentence, paragraph, chapter, or section fits into the overall] Use text structures [of a text and contributes to the development of the ideas] (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. [Determine an] Identify author's [point of view or] purpose perspective or potential bias in a text and explain [how it is conveyed in the text] the impact on the reader's interpretation.

Writing

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.IW.6.2a [M] Introduce a topic and organize ides, concepts, and information, using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

Language

L.VI.6.4 [M] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.6.4a [M] Interpret figures of speech (e.g., personification) in context.

L.VI.6.4b[M] Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.VI.6.4d [M] Distinguish among the connotations (associations) of words with similar denotations (definitions).

Speaking and Listening

SL.PE.6.1 [M] 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.PE.6.1a [M] Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.PE.6.1b [M] Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.PE.6.1c [M] Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.PE.6.1d [M] Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Resources

Assorted Greek Mythology-Nonfiction; Journey Across Time SS Text; Scope Magazine, Sadlier-Oxford Vocabulary Workshop, Google Platform

Research Writing Rubric