

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 ideas, 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](#)