

Trimester 1: Finding Courage

Content Area: **Reading**
Course(s): **Reading 6**
Time Period: **September**
Length: **Trimester 1**
Status: **Published**

Unit Overview

Unit one includes the first unit of "Into Literature" as well as a novel study with *The Cay*. The unit introduces the students to various elements of literature and reading. The time frame for the Into Literature unit is 6 weeks (30 days). Following the unit, the skills learned will be continued and applied through the novel study. The literary sources include: poetry, non-fiction articles, videos, assorted short stories, and a novel. The emphasis for the unit is the essential question of, "How do you find courage in the face of fear?" Through the priority standards and notice and note signposts, students will explore and analyze the resources provided with the essential question guiding their learning. The unit is designed to correspond with informative writing and expose students to multiple modes of literature within one trimester.

Title	Author	Genre
The Breadwinner	Deborah Ellis	Novel Excerpt Historical Fiction (Lexile 590)
Life Doesn't Frighten Me	Maya Angelou	Poetry
Fears and Phobias	Kidshealth.org	Non-fiction article (Lexile 1080)
Wired for Fear (video)	California Science Center	Non-fiction media (Analyzing digital text)
Embarrassed? Blame Your Brain	Jennifer Connor-Smith	Informational text (960 L)
& The Ravine	Graham Salisbury	Short story (680 L) (Compare & Contrast)
The Cay	Theodore Taylor	Novel (Historical Fiction)
Independent Reading Options: -Horrors (Poem) -Vanquishing the Hungry Chinese Zombie (short story) -Running Into Danger on an Alaskan Trail (narrative nonfiction) -Face Your Fears: Choking Under Pressure is Every Athlete's Worst Nightmare (Magazine Article)		

Priority Standards

ELA.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.
ELA.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.
ELA.RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.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.
ELA.RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.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.
ELA.RI.IT.6.3	Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
ELA.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.
ELA.RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

Essential Questions

- How do authors use literary techniques and devices and why?
- How do you find courage in the face of fear?
- How does the structure of a story affect the reader's comprehension?
- What life lessons can we learn from reading literature?
- Why do we read?

Unit Learning Goals

NJSL Standard	LEARNING TARGET
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<p style="text-align: center;">RI/RL 6.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can consistently and independently...</p> <p>Cite explicit or implicit information from a text when explaining what a text says or when making inferences</p> <ul style="list-style-type: none"> • Informational text • Literature <p>Use details from a text to explain why my inferences are reasonable.</p> <ul style="list-style-type: none"> • Informational text • Literature
<p style="text-align: center;">RI/RL 6.2</p> <p>Describe how a theme or central idea of a grade-appropriate text is conveyed through particular details.</p>	<p>I can consistently and independently...</p> <p>Literature</p> <ul style="list-style-type: none"> • Objectively summarize a text • Analyze specific details in a text to determine a theme <p>Informational</p> <ul style="list-style-type: none"> • Determine a 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.

I can consistently and independently...

Literature

- Analyze how a particular sentence chapter, scene, stanza, paragraph, chapter or section fits into the overall structure of a grade-appropriate text and contributes to the development of the theme, setting, or plot/the development of ideas
- Describe how a particular grade-appropriate story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution

Informational

- Analyze how key details are introduced, illustrated, and elaborated throughout the text.
- Analyze how the text structure contributes to the development of ideas.

[RI/RL 6.3/6.5](#)

Describe how a particular story's or drama's plot unfolds in a series of episodes, how characters respond or change as the plot moves toward a resolution, and analyze how a particular sentence chapter, scene, stanza, paragraph, chapter or section fits into the overall structure of a grade-appropriate text and contributes to the development of the theme, setting, or plot.

<p style="text-align: center;"><u>RI/RL 6.4</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>I can consistently and independently...</p> <p>Literature</p> <ul style="list-style-type: none"> • Use context clues and textual evidence of words and phrases in a text; including figurative language and connotative meanings. • Analyze the impact of specific word choice on meaning and tone <p>Informational</p> <ul style="list-style-type: none"> • Use context clues and textual evidence to determine the technical meaning of words. • Analyze the author’s word choice and the effect on the meaning of the text
<p style="text-align: center;"><u>RI/RL 6.6</u></p> <p>Assess how author’s point of view or purpose shapes the content and style of a text.</p>	<p>I can consistently and independently...</p> <p>Literature</p> <ul style="list-style-type: none"> • Explain how an author develops the point of view of the narrator or speaker in a text by giving specific details from the text that traces the development of the narrator’s or speaker’s point-of-

	<p>view.</p> <p>Informational</p> <ul style="list-style-type: none"> • Determine the author’s purpose of text and how it is conveyed in the text.
<p style="text-align: center;">Ri/RL 6.9</p> <p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics, and different authors’ presentation of events.</p>	<p>I can consistently and independently...</p> <p>Literature</p> <ul style="list-style-type: none"> • Compare and contrast how two different genre of text illustrates a similar theme or topic <p>Informational</p> <ul style="list-style-type: none"> • Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Learning Plan (Skills and Activities)

Time Frame (Tentative)	Literary Source	Literary Focus	Materials
Week 1-2	Into Literature: The Breadwinner	Essential Question Introduction Introduce Notice and Note and	The Breadwinner Life Doesn't Fri

	Life Doesn't Frighten Me	Signpost Strategies Analyze Character, Plot, Setting	
Week 3-4	Into Literature: Fears and Phobias Wired for Fear	Revisit Essential Question Notice and note signpost reading strategies Citing Evidence Analyzing Structure	Fears and Phobi Wired for Fear
Week 5-6	Into Literature: Embarrassed? Blame Your Brain The Ravine	Revisit Essential Question Notice and note signpost reading strategies Compare & contrast two genres Make Predictions/Inferences Analyze organizational patterns/structure Analyze character and setting.	Embarrassed? I The Ravine
Week 7-11	The Cay novel	Structure of a Novel Theme(s) Connecting finding courage from Unit 1 into the novel study.	Novel Novel Resource Movie

		Conflict	
		Characterization	
		Genre Comparison	
End of Trimester	Benchmark		

Number of Instructional Days: 60

- Into Literature Reading
- The Cay - Novel Study

Unit Learning Targets

- RI/RL.6.3/6.5 I can analyze how key details are introduced, illustrated, and elaborated throughout the text.
- RI/RL 6.1 I can cite explicit or implicit information from a text when explaining what a text says or when making inference
- RI/RL 6.1 I can use details from a text to explain why my inferences are reasonable.
- RI/RL 6.2 I can analyze specific details in a text to determine a theme
- RI/RL 6.2 I can determine a central idea of a text and how it is conveyed through particular details.
- RI/RL 6.2 I can provide a summary of the text distinct from personal opinions or judgments.
- RI/RL 6.3/6.5 I can analyze how the text structure contributes to the development of ideas.
- RI/RL 6.6 I can determine the author’s purpose of text and how it is conveyed in the text.
- RI/RL 6.6 I can explain how an author develops the point of view of the narrator or speaker in a text by giving specific details from the text that traces the development of the narrator’s or speaker’s point-of-view.
- RI/RL 6.9 I can compare and contrast how two different genre of text illustrates a similar theme or topic.
- RI/RL 6.9 I can compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person
- RI/RL6.2 I can objectively summarize a text
- RI/RL6.3/6.5 I can analyze how a particular sentence chapter, scene, stanza, paragraph, chapter or section fits into the overall structure of a grade-appropriate text and contributes to the development of the theme, setting, or plot/the development of ideas
- RI/RL6.3/6.5 I can describe how a particular grade-appropriate story’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution

Materials and Resources

- ChromeBooks
- commonlit.org
- End of Story/Test Common Assessments
- Google Slides Presentations
- Literature Circles Folder
- newsela.com
- Novel - The Cay
- Quizlet
- readwritethink.com
- scholastic.com
- The Cay Unit Resource Materials
- YouTube

Strategies for Students in Need of Intervention

- Allow oral responses
- Chunk larger assignments into more manageable tasks
- Extended pacing of lessons/assignments
- Incorporate centers that focus on skills that students are struggling with
- Listen to recorded versions of novels (if available)
- Modify assignments/assessments as needed
- Provide copies of written notes/directions
- Provide graphic organizers
- Provide word banks
- Small group instruction based on skills/abilities
- Utilize visual aids

Unit Assessments

- Entrance/Exit Tickets
- Into Literature Unit One Assessment
- Link-It Assessments
- Novel Projects
- Reading Skills - Formative Assessment
- Reading Vocabulary Checks
- Trimester 1 Benchmark

Cross Curricular Connections

- Fears and Phobias, Wired for Fear, Blame Your Brain -- Science
- The Breadwinner -- SS
- The Cay- World War II- SS

Technology Integration

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| TECH.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools. |
| TECH.8.1.8.A.2 | Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| TECH.8.1.8.C.1 | Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. |