Domain: Strand: Reading Informational Text
Cluster: Grade 6: Key Ideas and Details
Standards: RI. 6.1

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
What impact does inference have on a student's ability to understand the central idea of the text? Why is textual evidence essential to a reader's understanding? Why cite evidence? **Content Statements** Analysis must be supported by evidence as well as inferences drawn from the text	Readers support their analysis by citing textual evidence Inferences must be rooted in the text and must provide a conceptual foundation for understanding	To assist in meeting this standard, students may: • Engage in small group discussions • Engage in a debate on a given topic • Engage in a close reading • Create an outline • Participate in Jigsaws • Generate a Reader's Response Entry • Creating a picture book
Assessments • Analytical paper (e.g., Respond to speech by Abraham Lincoln and cite evidence from the text to support their opinion.) • Readers Response journal (e.g., students will respond to open ended questions related to the text.)	Teacher Resources http://rubistar.4teachers.org/ http://www.wordle.net/	

• Editorial (e.g., Identifying language in a newspaper article that show bias on the writer's part) • Create a comic strip (e.g., Present a comic strip, detailing main ideas and inferences from text)	http://learning.blogs.nytimes.com/ http://jc-schools.net/tutorials/tools/english-ms.html http://www.readingquest.org/ http://www.readwritethink.org/
Equipment Needed	
• LCD Projector • Promethean Board • SMART Board • Laptops • Trade books, magazines, newspapers, & textbooks	

Domain:	Strand:	Reading Informational Text

Cluster:	Grade 6: Key Ideas and Details

Standards: RI. 6.2

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How does determining the central idea contribute to understanding the text? *How do supporting ideas help to develop the central idea?* *What is a good summary?*	*Determining a central idea can help us to make vital and informative connections in our learning* *Details can help us to determine the central idea* *Summaries help us to understand the central idea*	*To assist in meeting this standard, students may:* • *Creating an outline* • *Engage in close reading* • *Engage in a small group discussion* • *Participate in Jigsaws* • *Generate a Reader's Response Entry* • *Generate a summary*
Content Statements		
Effective readers are able to determine and to summarize the central idea of a given text	*Summaries do not include personal opinions.*	

Assessments	Teacher Resources
• Summary (e.g., summarize the main idea in a given text) • Readers Response journal (e.g., Objectively respond to a biography) • Oral /Written Presentation (e.g., Small group activity using PowerPoint and presenting a comparison/contrast of ancient civilizations, Incas/Aztecs)	http://rubistar.4teachers.org/ http://www.wordle.net/

Equipment Needed	http://learning.blogs.nytimes.com/
- LCD Projector - Promethean Board - SMART Board - Laptops - Trade books, magazines, newspapers, & textbooks	http://jc-schools.net/tutorials/tools/english-ms.html http://www.readingquest.org/ http://www.readwritethink.org/

Domain:	*Strand:*	*Reading Informational Text*

Cluster:	*Grade* 6: Key Ideas and Details

Standards: RI. 6.3

Essential Questions	**Enduring Understandings**	**Activities, Investigation, and Student Experiences**
How do authors present individuals, events or ideas?	Readers analyze text to identify how individuals, ideas and events are introduced and developed	To assist in meeting this standard, students may:
Content Statements	Readers know authors use examples and anecdotes to introduce and develop individuals, ideas and events	• Shared reading: making predictions • K-W-L Charts • Create a plot line • Engage in close reading of select text • Engage in small group discussion • Participate in Jigsaws • Generate a Reader's Response Entry
Effective readers analyze how ideas, individuals and events are introduced, illustrated and elaborated on using examples and anecdotes		

Assessments	**Teacher Resources**
• Book Trailer • Informational Report • *Plot line* • *Reader's Response journal* • *Peer Evaluation*	• **Purdue University's (OWL) On- line Writing Lab** • **PAARC** • **Rubistar** • **Wordle**
Equipment Needed	
• Grade Appropriate Text (Fiction; nonfiction; poetry) • LCD Projector • SMART Board/Interactive Whiteboards • Webcam/Camcorder	

• Internet • Laptop/Computer • CD Player	

Domain:	*Strand: Reading Informational Text*

Cluster:	*Grade 6 – Craft and Structure*

Standards: *RI 6.4*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
In what ways can a reader use context clues to discover meaning? In what way does figurative language affect the interpretation of text and phrases?	Proficient readers use words, their variations and context to create meaning. The use of figurative language influences and can alter the interpretation of a text. Words contain connotative and denotative meaning. Comprehension of a text is essential in order to interpret and evaluate.	To assist in meeting this standard, students may: • The Frayer Model • The LINCS Model • Wordsplash • Writing RAFTs • Class-wide Peer Tutoring • Semantic Feature Analysis • Journaling • Double Entry Journaling • Create puzzles
Content Statements		
The study of non-fiction text includes looking at figurative, connotative, and technical language.		

Assessments	Teacher Resources
To show evidence of meeting this standard, students may: Perfect 10 Assessment: Every student in the class has a chance to get the perfect 10. Each question on the handout it worth 2, 3, or 4 points. Students should choose enough questions on the handout to make a perfect 10 points. Before having students complete the assignments, set the rules and expectations so that you can grade accordingly. For example, you may instruct the students to answer each question clearly, writing in complete sentences, and using correct punctuation. Without those, they would not receive full points for their response. Be sure to model the rules and expectations to the students prior to having them work independently. The questions are tiered to student abilities. - Most able students should do **at least** one 4 point question. You can allow them to choose all of their activities or you can highlight the 4 point question that you would like them to complete. Allow them to choose the other activities to make the perfect 10. - For lower level students – keep the same contract, with the same questions. Change some 2 point questions to 3 and 4 point questions. Help students find the questions that used to be worth 2 points (don't tell them this) and guide them to wanting to work on these questions by telling them that they are good questions for them to answer. - Help lower students choose appropriate questions for them to complete. 2 point questions – "Right There" questions – the answers are found in the book. Sometimes the page	http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parcconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt

number is given.

- 3 point questions – "Think and Search" questions – the answers are in the book, but may not be stated directly in the text.
- 4 point questions – "Step Beyond" questions – these answers are not in the book. The information that the students need to start is in the book, but the students have to step beyond to complete the questions.
  (source: Language Arts/Literacy Strategies by Lynda Fote)

Equipment Needed

- LCD Projector
- Text books
- Promethean Board
- SMART Board
- Laptops

Domain:	*Strand: Reading Informational Text*

Cluster:	*Grade 6 – Craft and Structure*

Standards: RI 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How do authors organize sentences into paragraphs, and paragraphs into chapters to communicate effectively? How do readers strengthen comprehension by understanding the development of ideas and structure of text? How does analyzing text features and understanding the role of sentences strengthen and support comprehension?	There are four elements of a paragraph: transition, topic sentence, specific evidence and brief wrap-up sentence. Transitional sentences contribute to the flow and sequence of a text.	To assist in meeting this standard, students may: • Analyze structure that an author uses to organize text • Analyze writing exemplars • Model annotating text • Passage from expository text, delete parts of text, identify and replace missing parts to reconstruct paragraph • Deconstruct paragraph to identify topic sentence and supporting details using color codes • Brainstorm different types of transitions: contrast and support indicators • SQ3R method • Graphic Organizers • Semantic Feature Analysis • Think/Pair/Share • Quiz/Quiz/Trade
Content Statements		
Understanding text structure is integral to becoming a strategic reader.		

Assessments	Teacher Resources
To show evidence of meeting this standard, students may: Jigsaw Informational Text (**http://olc.spsd.sk.ca/de/pd/instr/strats/raft/** You've Been Framed! Students will design a graphic organizer that includes the following: thesis, central idea(s), supporting details. Working in groups of 3, students will be given a piece of informational text. As a group, they are required to disseminate the information. Using the graphic organizer as a visual guide, each group will give a formal presentation to 'teach' their classmates. (Reciprocal Teaching) Socratic Seminar: (see website)	http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parcconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt http://www.middleweb.com/Socratic.html
Equipment Needed	
- Grade Appropriate Text (Fiction; nonfiction; poetry) - LCD Projector - SMART Board/Interactive Whiteboards - Webcam/Camcorder - Internet - Laptop/Computer - CD Player	

Domain:	*Strand: Reading Informational Text*

Cluster:	*Grade 6 – Craft and Structure*

Standards: RI 6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is it important to acknowledge and understand an author's viewpoint? What literary techniques does an author use to convey their point of view? How do good readers generate meaning from the author's point of view and purpose? **Content Statements** Strategic readers can determine the author's view point and purpose which strengthens the understanding of a text.	The author has one central thesis that focuses the entire essay. It is essential to understand how viewpoint directs the meaning of a passage. The reader ascertains the purpose of the text by understanding the author's thesis and evidence. There is a difference between the author's purpose and the purpose of the text.	To assist in meeting this standard, students may: • Investigate how audience, subject and author interact. • Read an essay and identify the purpose and view point. • Quick writes used to have students summarize supporting ideas and central idea. • Provide a model essay based upon a commonly held belief and ask students to paraphrase the author's viewpoint. • Semantic Feature Analysis • Socratic Seminar
Assessments		**Teacher Resources**
To show evidence of meeting this standard, students may:		http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org

Each student will develop a T-chart that lists 10 statements from a text. Students will read the facts and formulate; the author's purpose or point of view, do they agree or disagree and why. In a written response, students will identify the author's viewpoint, provide supporting evidence from the text, and include their point of view. Socratic Seminar: (see website) After reading the text students develop a questionnaire of critical thinking questions they feel need further elaboration from the author	http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parcconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt http://www.middleweb.com/Socratic.html
Equipment Needed	
- Grade Appropriate Text (Fiction; nonfiction; poetry) - LCD Projector - SMART Board/Interactive Whiteboards - Webcam/Camcorder - Internet - Laptop/Computer - CD Player	

Domain:	Strand:	Reading Informational Text

Cluster: Grade 6: Integration of Knowledge and Ideas

Standards: RI. 6.7

Essential Questions	**Enduring Understandings**	**Activities, Investigation, and Student Experiences**
Does the medium or format affect the presentation of information? How does exploring information presented in different media or formats affect the reader's understanding of a topic or an idea?	The medium affects how information is presented Understanding of a topic is positively affected by exploring information in different media and formats	To assist in meeting this standard, students may: • Participate in HUBS exploring different media and formats • Complete a Venn Diagram • Generate a Reader's Response Entry • Big Paper: Building a Silent Discussion • Complete an Anticipation Guide • Generate a summary
Content Statements		
Readers gain a fuller understanding of a topic when they explore information from different media and formats		

Assessments	Teacher Resources
- Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine) - Graphic Organizers (e.g., complete a Venn Diagram on how a topic such as evolution is presented in different mediums such as a textbook and a blog) - Big Paper Notes (e.g., reflect on how aspects of a topic such as evolution are presented in different mediums such as a textbook, blog and magazine) - Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine)	www.parcconline.org http://rubistar.4teachers.org/ http://www.wordle.net/ http://learning.blogs.nytimes.com/ http://jc-schools.net/tutorials/tools/english-ms.html http://www.readingquest.org/ http://www.readwritethink.org/ http://www.facinghistory.org
Equipment Needed	
- LCD Projector - Promethean Board - SMART Board - Laptops - Trade books, magazines, newspapers, & textbooks	

Domain:	Strand: Reading Informative Text

| Cluster: | Grade 6 Integration of Knowledge and Ideas |

Standards: *RI Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How does an author support his/her claim(s)? How does one determine whether an author's evidence is sufficient? In what ways does irrelevant information impact an argument? **Content Statements** Recognizing and thinking about evidence and logic are key to understanding argumentation.	Argument depends on evidence and logic. Just because an author writes something does not mean that it is true. Authors often include irrelevant information in order to mislead the reader. An author must include enough evidence to fully support his/her claim. Readers must evaluate an author's evidence.	To assist in meeting this standard, students may: • Analyze advertising • Model organizing a persuasive essay using • Read aloud an editorial in a local newspaper and write a letter to the editor • Map concepts in a web to note new information presented by author • Record changes in opinion and knowledge based upon the above concept map • Outline text structures so students understand how information is presented in a persuasive essay

Assessments	Teacher Resources
To show evidence of meeting this standard, students may: **Student Generated Text / Peer Revision**: Using Wikipedia (or other general reference research sources), student groups will	http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm

compile information on a teacher-assigned topic. Students are merely cutting/pasting in order to make a multipage print out of information on the topic; the information should be disorganized and unfocused. (N.B. Be sure student groups each have a different topic.) After the compilation is complete, groups will switch papers. Teacher will assign a more specific point of view to each group. Students will collaborate to highlight <u>only the information that would be useful in supporting the assigned point of view</u>. (e.g., topic—fossil fuel / point of view-- the role of fossil fuel in global warming). Groups can present their new (pared) information to the class to initial discussion about what <u>other</u> information might also be useful.

Advertising Parody: Students will be assigned a product and will find examples of actual advertisements of this product. As a whole class, students will discuss what information is left out of each advertisement. They will also identify irrelevant or misleading information that the advertisement presents. Then, students will independently create original advertisement parodies in which they change/add information to the advertisement to make it more factual/accurate – usually resulting in ads that cast products in negative light. To help students with the parody, show advertising parodies, this can be obtained online.

Equipment Needed
Assistive Technology: Document Camera Projector SmartBoard Internet

www.learnnc.org
http://www.readingquest.org/strat/sfa.html
http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse
www.readwritethink.com
http://rubistar.4teachers.org
http://owlenglish.purdue.edu/owl/resource/724/02
www.parcconline.org
www.thinkfinity.com
http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746
www.edutopia.org
www.k8accesscenter.org/documents/JKnight.webinar.ppt

Domain: Strand: Reading (Informational Text)		
Cluster: Integration of Knowledge and Ideas		
Standards: RI 6.9 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)		
Essential Questions	**Enduring Understandings**	**Activities, Investigation, and Student Experiences**
• Why do textual structures affect our understanding of the texts? • How do author's words inform or persuade readers? **Content Statements** • Students will be able to determine the differences between facts and opinions • Good readers ask questions about the text before, during and after reading a piece of writing • Use context clues to determine meaning of words and ideas	• The structure of a piece of writing can influence its message and authors attempt to influence our thinking. • Words have power; good authors use them carefully and thoughtfully. • Humor and other emotional appeals can be a powerful rhetorical tool.	• In a paragraph, find and indicate the main idea and supporting ideas. • Round-robin reading of various pieces that illustrate differing viewpoints of a common topic (e.g., from a newspaper, magazine or news website) • Summarize an article in a Twitter style "tweet" (in 140 characters or less). • Indicate signal or organizational words in a text; organize a jumbled paragraph or small article using word context and signal words. • Look for design elements (callouts, color, shape, lines, boxes, etc) and text elements (typeface, bold, italics, underline, color and size) and indicate how it influences the words/phrases meaning. • Read aloud for fluency and comprehension. • Use a graphic organizer to extract key terms and ideas.

• Look for design elements and text features that help with meaning	

Assessments	Teacher Resources
To show evidence of meeting this standard, students may: • Individually or in small groups, students can write catchy headlines for a short newspaper article. • Independent outside reading of multiple works about a similar event or situation. Synthesize these works into a short report or oral presentation with visual aides. • Compare and contrast the differences between two or more articles about the same topic or two or more articles by the same author • Keep a portfolio of powerful words or interesting textual structures	Graphic Organizers - http://www.eduplace.com/graphicorganizer/
Equipment Needed	
Handouts Internet Interactive whiteboard	

Domain: Strand: Reading: Informational Text	

Cluster: Grade 6

Standards: *RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is reading nonfiction texts important?	Human beings are drawn to catharsis that comes as a result of witnessing the struggles of others throughout history.	To assist in meeting this standard, students may:

Content Statements

Essential Questions / Content Statements	Enduring Understandings	Activities, Investigation, and Student Experiences
To incorporate informational texts into students' intellectual repertoire.	Informational texts can be used as a supplement to enhance a writer's point of view about a specific subject.	• Read a variety of nonfiction pieces to determine which form resonates with them. • Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you.

Assessments:	Teacher Resources
To show evidence of meeting this standard, students may: Write an editorial expressing their point of view about a current event topic.	Rubrics for a variety of tasks: reading informational texts; writing a formal letter; writing a memoir.
Equipment Needed:	
Access to a newspaper.	