EAST PENN SCHOOL DISTRICT

6TH GRADE READING

Approved 10/19
Effective 8/20

Unit 1: Independent Reading

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="7">ESTABLISHED GOALS

Line of Inquiry

How do we become lifelong readers?

Standards

CC.1.3.6.K
Read and comprehend literary fiction on grade level, reading independently and proficiently

CC.1.2.6.B
Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text

CC.1.3.6.J
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to read fiction and nonfiction texts to gain a better understanding of themselves as readers and communicate effectively with peers about how books reshape their understandings of themselves and the world around them.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Good readers understand how reading impacts their ability to make meaning.
U2: Good readers understand how reading develops their perspective of themselves and the world around them.
U3: Good readers communicate well with others.
U4: Good readers know that authors intend for them to use the text and their own ideas to make meaning and build deeper understanding.</td><td>ESSENTIAL QUESTIONS
EQ1: What can we learn from books about ourselves? About each other? About the world?
EQ2: How does discussion build and strengthen our reading community and our understanding of text?
EQ3: How do reading strategies help us comprehend text?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...</td><td>Skills</td></tr>
</table>

or phrase important to comprehension or expression CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	K1: How to choose a book that they will enjoy reading K2: How to cite textual evidence to support their thinking K3: The meaning of reading-specific academic vocabulary like citing, inferencing, supporting, explaining K4: The major plot elements	S1: I can read independently in class and outside of class. S2: I can make appropriate inferences and/or generalizations and support my thinking with strong evidence. S3: I can make connections to my own life and contemporary issues and problems across all genres. S4: I can use appropriate body language during discussion. S5: I can listen to what my partner says and build on those ideas by sharing my own thinking. S6: I can make appropriate eye contact with a partner during discussion.

Unit 2: A Deep Study of Character

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Line of Inquiry

We are surrounded by more texts now than at any other time in human history. How do we empower students to be thoughtful about those texts and read skillfully and analytically?

Standards

E06.A-K.1.1
Demonstrate understanding of key ideas and details in literature.

- 1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- 1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
- 1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Transfer

Students will be able to independently use their learning to read stories of fiction in order to analyze character development through the plot including lessons learned and universal themes.

Meaning

UNDERSTANDINGS
U1: Characters change.
U2: Some character traits impact the story more than others.
U3: Themes and ideas build social awareness and reveal insights into the human condition.
U4: Stories can have multiple themes that may be understood in layers.

ESSENTIAL QUESTIONS
EQ1: How can we think deeply about characters?
EQ2: Why do some character traits matter more than others?
EQ3: What can universal themes teach us about ourselves and the world around us?

Acquisition

Students will know...
K1: Academic vocabulary related to character traits
K2: That characters are complex and change over time
K3: That books have multiple themes
K4: The setting can affect the characters
K5: How the author's specific language evokes emotions and images
K6: That objective summaries do not include my personal opinions or judgments

Skills
S1: I can draw inferences and conclusions from text.
S2: I can support my thinking with evidence from the text.
S3: I can revise my thinking in the face of new evidence.
S3: I can recognize characters have multiple dimensions.
S4: I can differentiate between character traits and emotions.
S5: I can analyze how the setting affects the characters and influences the plot of the story.

E06.A-C.2.1 Demonstrate understanding of craft and structure in literature. ● 2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● 2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone. E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. ● 4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. E06.D.1.1 Demonstrate command of the conventions of standard English and grammar usage. ● 1.1.5 Recognize and correct inappropriate shifts in verb tense.		S6: I can identify and analyze the author's use of tone and figurative language. S7: I can write an objective summary using reading-specific content vocabulary such as characters, conflict, resolution. S8: I can make connections to my own life and contemporary issues and problems across all genres.

Unit 3: Tapping the Power of Non-Fiction

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Line of Inquiry

How do I deepen my knowledge about a topic through reading nonfiction text?

Standards

E06.B-K.1.1
Demonstrate understanding of key ideas and details in informational texts.

- 1.1.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- 1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
- 1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

E06.B-C.2.1
Demonstrate understanding of connections within, between, an/or among informational texts.

Transfer

Students will be able to independently use their learning to read nonfiction in order to determine central ideas and capture their thinking across texts.

Meaning

UNDERSTANDINGS
U1: Determine what matters most in the text.
U2: Different texts on the same topic can support or contradict what they've already read.
U3: Readers don't accept what authors teach at face value; instead readers grow their own ideas and develop their own theories about their topics

ESSENTIAL QUESTIONS
EQ1: How do I deepen my knowledge about a topic by reading nonfiction text?

Acquisition

Students will know...
K1: How to define central idea
K2: Forms and genres can be imbedded in another form and genre
K3: That authors can present information objectively or project their opinion and bias
K4: The meaning of technical terms specific to academic disciplines

Skills
S1: I can read text with dense presentation of facts and ideas.
S2: I can synthesize details within a section, article, and/or book to determine central idea.
S3: I can identify the central idea and how they are revealed over time
S4: I can think critically about the way a writer has organized information
S5: I can summarize nonfiction text
S6: I can revise central ideas in light of new evidence

• 2.1.1. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. • 2.1.2. Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the idea • 2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text. E06.B-C.3.1 Demonstrate understanding of connections within and/or among informational texts. • 3.1.1 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 (e.g., fact/opinion, bias). • 3.1.2 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). E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts. *Speaking and Listening* CC.1.5.6D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or theme; use appropriate eye contact, adequate volume, and clear pronunciation.		S7: I can make connections to my own life and contemporary issues and problems across all genres. S8: I can recognize the author's point of view about the topic S9: I can support my thinking with evidence from the text.

Unit 4: Social Issues Book Clubs

<table>
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<tr><td rowspan="6">ESTABLISHED GOALS

Line of Inquiry

How can I read to be alert to social issues in stories and other texts?

Standards

E06.A-K.1.1
Demonstrate understanding of key ideas and details in literature.
● 1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
● 1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
● 1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

E06.A-C.2.1</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to make connections between literature and the world.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Good readers know that reading can help them expand their world view.
U2: Good readers know that reading can change them in some way.</td><td>ESSENTIAL QUESTIONS
EQ1: How do the complex dynamics between two or more characters affect the story?
EQ2: How do group issues and power dynamics play out in a story?
EQ3: How do I interrupt text by considering unfairness, power, and perspective?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: That issues in characters' relationships advance the plot
K2: That conflicts exist in life as they do in stories
K3: That themes exist in stories and can be transferred universally in other genres and in life</td><td>Skills
S1: I can come to discussions prepared, having read or studied required material.
S2: I can look for issues in characters' relationship.
S3: I can analyze power imbalances between groups and their effects and how this can shift in different settings.
S4: I can analyze how common themes fit or don't fit with stories to get new insights into group-related issues.</td></tr>
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Demonstrate understanding of craft and structure in literature. ● 2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● 2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.		