EAST PENN SCHOOL DISTRICT

6TH GRADE READING SEMINAR

Approved 10/19
Effective 8/20

Unit 1: Comprehension Monitoring When Independent Reading

(This unit will be scaffolded through out the remaining units until independent use is mastered)

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

CC.1.2.6.L
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.6.K
Read and comprehend literary fiction on grade level, reading independently and proficiently.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to monitor their comprehension of literary fiction and nonfiction on grade level and develop positive daily reading habits.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Good readers listen to their inner conversation when engaging in a text.
U2: Good readers leave tracks of thinking as they create meaning from the text.
U3: Good readers use strategies to provide support when they stray from the text.
U4: Good readers recognize when they know or do not know something.
U5: Good readers stop, think, and react to the text.</td><td>ESSENTIAL QUESTIONS:
EQ1: What is the value of independent reading?
EQ2: What is the value of reading various genres?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...</td><td>Skills</td></tr>
</table>

	K1: Comprehension strategies are used to stay focused on the text or to help them refocus if they are distracted K2: Listening to their inner conversation builds understanding K3: Paraphrasing key understandings enables them to summarize their learning. **K4: That visualizing and empathizing as they read strengthens their connection to the text.**	S1: I can recognize which strategy will be most useful for staying focused on the text. S2: I can notice when I am confused and use strategies to provide clarity. S3: I can ask global questions about the text as I read. **S4: I can ask clarifying questions about the text as I read.** S5: I can explore my thinking and making connections to the text as I monitor my inner conversation. S6: I can make connections to real life, contemporary issues and problems across all genres/situations. **S7: I can identify distracting connections that disrupt my comprehension.** **S8: I can merge my thinking with new learning.** **S9: I can rethink my misconceptions: New learning changes thinking.** **S10: I can build my background knowledge.** **S11: I can infer [i.e. feelings, meanings of unfamiliar words, text and/or picture clues, and themes] to help me understand the text.** **S12: I can visualize to support my comprehension.** **S13: I can determine what is important in the text.** **S14: I can retell my learning in order to summarize.** S15: I can paraphrase my learning in order to summarize. **S16: I can notice how my thinking changes as I read: Synthesizing**

Unit 2: Supporting Comprehension in Nonfiction

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

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).

CC1.2.6A
Determine the 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.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to support their comprehension of nonfiction text.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Good readers use text features to derive meaning from the text.
U2: Good readers use strategies to help them understand new or unfamiliar words in an effort to build vocabulary.
U3: Good readers can identify and support the central idea of the text using key details.
U4: Good readers synthesize and infer to determine the central idea(s) of a page, section, or entire text.
U5: Good readers respond to text by citing evidence from the text to support their claim.</td><td>ESSENTIAL QUESTIONS
EQ1: What is the value of reading nonfiction?
EQ2: What is the value of reading various genres?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Major text structures: sequencing, compare/contrast, problem/solution, cause/effect, description
K2: Text features: title, heading, subheading, caption, glossary, index, visuals</td><td>Skills
S1: I can find (determine) the central idea of the text using key details.
S2: I can explain (analyze) how supporting ideas and details relate to and help to develop the central idea of the text.
S3: I can summarize the text without including my personal opinion.</td></tr>
</table>

CC.1.2.6B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. E06.B-C.2.1 Demonstrate understanding of connections within, between, and among informational texts. ● 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 ideas. CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections. CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in		**S4: I can use textual evidence to explain what the text states directly (explicitly).** S5: I can **use textual evidence to support my thinking about** appropriate inferences, generalizations, and/or conclusions. S6: I can analyze how individuals, ideas, and events are **introduced, described, and developed within a text.** S7: I can analyze text structure and features to support comprehension of nonfiction texts. **S8: I can determine the meaning of the author's word choice.** S9: I can appropriately use academic and domain specific words and phrases. **S10: I can use vocabulary knowledge to comprehend a word or phrase that is important for understanding the text.** S11: I can use strategies to determine the meaning of unknown and multiple meaning words and phrases.

informational texts. ● 4.1.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in text. CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.6.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		

Unit 3: Supporting Comprehension in Fiction

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

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.

CC.1.3.6.A
Determine a theme or 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.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to support their comprehension of literary fiction text.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Good readers use plot elements to identify problems, retell important events, and discover solutions.
U2: Good readers infer, interpret, and analyze the main characters and their relationships with secondary characters.
U3: Good readers visualize and synthesize character and setting changes.
U4: Good readers monitor their understanding of figurative language to make meaning.
U5: Good readers identify and interpret theme.
U6: Good readers use strategies to help them understand new or unfamiliar words in an effort to build vocabulary.
U7: Good readers react and respond to idea connections.</td><td>ESSENTIAL QUESTIONS
EQ1: What is the value of reading fiction?
EQ2: What is the value of reading various genres?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...</td><td>Skills</td></tr>
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CC.1.3.6.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.C Describe how a particular story 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. 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. CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot. CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	K1: Major plot elements: Introduction, rise, climax, fall resolution K2: Various forms of figurative language: Metaphor, simile, personification, onomatopoeia, idiom, alliteration, hyperbole K3: Plot versus theme	**S1: I can find (determine) the theme of a fiction text.** **S2: I can explain (analyze) how supporting ideas and details relate to and help to develop the theme of a fiction text.** S3: I can provide an unbiased summary of a fiction text. **S4: I can use textual evidence to explain what the text states directly (explicitly).** **S5: I can use textual evidence to support my thinking about inferences, generalizations , and/or conclusions** **S6: I can explain how a series of actions (or episodes) in a story work together to develop the plot and how the characters respond to those actions.** **S7: I can analyze how the text structure helps to develop the theme, setting, and plot.** **S8: I can determine the meaning of the author's word choice.** **S9: I can find similarities and differences between texts with similar themes and topics.** S10: I can use strategies to determine the meaning of unknown and multiple meaning words and phrases. S11: I can appropriately use academic and domain specific words and phrases. **S12: I can use vocabulary knowledge to comprehend a word or phrase that is important for understanding the text.**

E06.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts. ● 3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics. CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements. E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. ● 4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use content (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a		

word (e.g., audience, auditory, audible.) ● 4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). CC.1.3.6.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. 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 or phrase important to		

comprehension or expression.		