



Course: Reading
Grade Level: 6
Unit: Summarizing

Course/Subject: Reading	Grade: 6	Unit 1: Summarizing	Suggested Timeline: 3 Weeks
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Grade Level Summary	Sixth grade reading develops literacy skills through the acquisition of analysis. Consequently, over the course of the year, students will improve reading, writing, speaking, and listening abilities. Additionally, the sixth grade reading class is designed to improve critical thinking through frequent and meaningful analysis and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
Grade Level Units	Unit 1: Summarizing Unit 2: Text-dependent Analysis, Unit 3: Identifying Theme Unit 4: Story Elements Unit 5: Figurative Language Unit 6: The Structure and Purpose of a Text Unit 7: Make Your Case (Oral Debate of Analysis)

Unit Title	Summarizing
Unit Summary	This unit is designed to guide students through appropriate, grade-level summarizing strategies, including creating a summary free of bias or personal judgement.

Unit Essential Questions: <ol style="list-style-type: none"> How can 6th grade students be guided to independently demonstrate grade-level summarizing skills free of bias or personal judgment? How do strategic readers create meaning from informational and literary text? 	Key Understandings: <ol style="list-style-type: none"> Effective readers use appropriate strategies to construct meaning.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.2.6.A	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.
CC.1.2.6.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Important Standards Addressed in the Unit:

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.
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B-K.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.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Summarizing is the same thing as retelling the text. All summaries have a set length. 	<ul style="list-style-type: none"> Summarizing is a short version of the text that includes only the most important ideas. The purpose of summarizing is to quickly identify understand the main/central ideas of the text (Commonwealth of Pennsylvania, 2019). The length of a summary depends on the length of the original text and how much information is needed to adequately address the necessary and appropriate main/central ideas of the original text.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will be able to identify the most important central/main ideas of a text. Students will be able to create a summary which includes the most important central/main ideas. 	<ul style="list-style-type: none"> Students will be able to summarize fiction and non-fiction texts in both classroom and real-world contexts. 	<ul style="list-style-type: none"> Competent

Academic Vocabulary:		
<ul style="list-style-type: none"> Bias Central Idea/Main Idea 	<ul style="list-style-type: none"> Key Details Summary 	

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Independent written and/or oral summarization of grade-appropriate texts and other media.

Interdisciplinary Connections:
<ul style="list-style-type: none"> The skill of summarizing is foundational to comprehending texts and communicating in a variety of subjects.

Additional Resources:
<ul style="list-style-type: none"> Grade-level appropriate texts of various lengths and concepts.

Created By:
Nicole Myers and Hannah Heintzelman



Course: Reading
Grade Level: 6
Unit: Text Dependent Analysis

Course/Subject: Reading	Grade: 6	Unit 2: Text Dependent Analysis	Suggested Timeline: 7 Weeks
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Grade Level Summary	Sixth grade reading develops literacy skills through the acquisition of analysis. Consequently, over the course of the year, students will improve reading, writing, speaking, and listening abilities. Additionally, the sixth grade reading class is designed to improve critical thinking through frequent and meaningful analysis and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
Grade Level Units	Unit 1: Summarizing Unit 2: Text-dependent Analysis Unit 3: Identifying Theme Unit 4: Story Elements Unit 5: Figurative Language Unit 6: The Structure and Purpose of a Text Unit 7: Make Your Case (Oral Debate of Analysis)

Unit Title	Text Dependent Analysis
Unit Summary	This unit is designed to guide students through the process of annotating and analyzing a given text for the purpose of responding adequately to a given prompt with meaningful and supportive evidence.

Unit Essential Questions: 3. How can 6 th grade students be guided to develop a meaningful analysis of a text independently?	Key Understandings: 2. Effective readers use appropriate strategies to construct meaning. 3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
Standard - 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.
Standard - 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.

Important Standards Addressed in the Unit:	
Standard - CC.1.4.6.D	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

E06.E.1.1.2	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
E06.E.1.1.3	Use appropriate transitions to clarify the relationships among ideas and concepts.
E06.E.1.1.5	Establish and maintain a formal style.
E06.E.1.1.6	Provide a concluding section that follows from the analysis presented.
Standard – CC.1.2.6K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

Misconceptions: <ul style="list-style-type: none"> Analysis and summarization are the same All students must come to the same analytical conclusion 	Proper Conceptions: <ul style="list-style-type: none"> Analysis requires the assessment of all evidence to draw a unique conclusion which can be substantiated. Summarization is the abbreviated collection of only the prioritized explicit evidence from a text. Students may determine a variety of analytic conclusions provided each conclusion can be adequately substantiated with evidence from the text.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will be able to adequately annotate a text to determine implicit and explicit meanings Students will be able to assess the above meanings to determine their own unique analysis Students will be able to prioritize these meanings to appropriately develop evidence to support determined analysis Students will be able to organize and effectively communicate their analysis and evidence through a given medium 	<ul style="list-style-type: none"> Students will be able to analyze information in any form to develop an educated and reasonable conclusion in a real-world context 	<ul style="list-style-type: none"> Critical Thinking Communication

Academic Vocabulary:		
<ul style="list-style-type: none"> Analyze 	<ul style="list-style-type: none"> Annotate 	<ul style="list-style-type: none"> Evidence (Explicit vs Implicit)

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Independent annotation and analyzation of a variety of grade level appropriate texts and other media through formative observation Analytical conclusions communicated with supportive evidence through a written or oral response

Interdisciplinary Connections:
<ul style="list-style-type: none"> Not Applicable

Additional Resources:
<ul style="list-style-type: none"> Grade level appropriate works of various lengths and concepts to analyze

Created By:

Nicole Myers and Hannah Heintzelman



Course: Reading
Grade Level: 6
Unit: Identifying Theme

Course/Subject: Reading	Grade: 6	Unit 3: Identifying Theme	Suggested Timeline: 2 Weeks
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Grade Level Summary	Sixth grade reading develops literacy skills through the acquisition of analysis . Consequently, over the course of the year, students will improve reading, writing, speaking, and listening abilities. Additionally, the sixth grade reading class is designed to improve critical thinking through frequent and meaningful analysis and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
Grade Level Units	Unit 1: Summarizing Unit 2: Text-dependent Analysis Unit 3: Identifying Theme Unit 4: Story Elements Unit 5: Figurative Language Unit 6: The Structure and Purpose of a Text Unit 7: Make Your Case (Oral Debate of Analysis)

Unit Title	Identifying Theme
Unit Summary	This unit is designed to build on the students’ prior knowledge of central/main idea to initiate the development of theme in literature and to further support creating an unbiased summary based on prioritized non-fictional information.

Unit Essential Questions: 4. How can students use relevant details to determine a theme or central idea? 5. How can students use relevant details to construct a summary of a text?	Key Understandings: 4. Determining the theme of a text allows the reader to summarize and understand what the text is communicating.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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.

Important Standards Addressed in the Unit:

CC.1.2.6.A	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.
CC.1.2.6.C	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Misconceptions: <ul style="list-style-type: none"> Themes only exist in fiction texts. Identifying theme is not necessary to write an unbiased summary or identify the central idea. 	Proper Conceptions: <ul style="list-style-type: none"> Themes can be used in both fiction and non-fiction texts. Theme is integral to the direction and basis of a text and therefore is a necessary component of creating an unbiased summary and identifying central idea.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Theme Central Idea Summarizing 	<ul style="list-style-type: none"> Students will be able to identify the relevant details of a text. Students will be able to use relevant details to determine and support a theme. Students will be able to use relevant details to create a succinct summary, which embeds the central idea and theme. 	<ul style="list-style-type: none"> Competent Creativity

Academic Vocabulary:		
<ul style="list-style-type: none"> Central Idea 	<ul style="list-style-type: none"> Message (as an alternative for theme) 	<ul style="list-style-type: none"> Theme

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Skills will be applied to constructing a written text-dependent analysis response.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Not applicable.

Additional Resources:
<ul style="list-style-type: none"> Grade level appropriate works of various lengths and concepts to determine key details, theme, and central ideas.

Created By: Hannah Heintzelman and Nicole Myers
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Course: Reading
Grade Level: 6
Unit: Story Elements

Course/Subject: Reading **Grade: 6** **Unit 4: Story Elements** **Suggested Timeline: 4 Weeks**

Grade Level Summary	Sixth grade reading develops literacy skills through the acquisition of analysis . Consequently, over the course of the year, students will improve reading, writing, speaking, and listening abilities. Additionally, the sixth grade reading class is designed to improve critical thinking through frequent and meaningful analysis and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
Grade Level Units	Unit 1: Summarizing Unit 2: Text-dependent Analysis Unit 3: Identifying Theme Unit 4: Story Elements Unit 5: Figurative Language Unit 6: The Structure and Purpose of a Text Unit 7: Make Your Case (Oral Debate of Analysis)

Unit Title	Story Elements
Unit Summary	This unit is designed to build on students' prior knowledge of story elements and to explore the interconnectedness of the story elements as they are the foundation of an effective piece of literature.

Unit Essential Questions: 1. How are the story elements used to develop an effective storyline? 2. How do strategic readers create meaning from literary text?	Key Understandings: 1. The story elements are interconnected units that work together to create an engaging and effective story for the reader.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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 the resolution.
CC.1.3.6.E	Analyze how the structure of a text contributes to the development of theme, setting, and plot.

Important Standards Addressed in the Unit:

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.
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CC.1.3.6.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Misconceptions: <ul style="list-style-type: none"> • Story elements exist in isolation • All conflicts are the same. 	Proper Conceptions: <ul style="list-style-type: none"> • Story elements are interdependent and therefore work together to create meaningful text • There are different types of conflict.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Characters and Characterization • Conflict • Plot • Setting • Theme 	<ul style="list-style-type: none"> • Students will have a working understanding of each of the story elements. • Students will be able to identify story elements in a fictional text. • Students will create a fictional short story that addresses each story element. 	<ul style="list-style-type: none"> • Creativity • Collaboration • Communication

Academic Vocabulary:		
<ul style="list-style-type: none"> • Conflict (Types of) 	<ul style="list-style-type: none"> • Characterization (Flat vs Round) 	<ul style="list-style-type: none"> • Plot

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> • Performance Based Project • Summative Assessment

Interdisciplinary Connections:
<ul style="list-style-type: none"> • Not Applicable

Additional Resources:
<ul style="list-style-type: none"> • Grade level appropriate works of various lengths and concepts.

Created By:
Hannah Heintzelman and Nicole Myers



Course: Reading
Grade Level: 6
Unit: Figurative Language

Course/Subject: Reading	Grade: 6	Unit: Figurative Language	Suggested Timeline: 2 Weeks
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Grade Level Summary	Sixth grade reading develops literacy skills through the acquisition of analysis . Consequently, over the course of the year, students will improve reading, writing, speaking, and listening abilities. Additionally, the sixth grade reading class is designed to improve critical thinking through frequent and meaningful analysis and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
Grade Level Units	Unit 1: Summarizing Unit 2: Text-dependent Analysis Unit 3: Identifying Theme Unit 4: Story Elements Unit 5: Figurative Language Unit 6: The Structure and Purpose of a Text Unit 7: Make Your Case (Oral Debate of Analysis)

Unit Title	Figurative Language
Unit Summary	The purpose of this unit is to understand and identify the various types of figurative language and how an author might strategically use figurative language and word choice to enrich the text.

Unit Essential Questions: 1. How does an author use figurative language to enrich a text? 2. How can word choice and figurative language impact the meaning and tone of a text?	Key Understandings: 1. Elements of figurative language impact the meaning and tone of a text and can be used by an author to enrich the text.
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
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.

Important Standards Addressed in the Unit:

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 flexibility from a range of strategies and tools.

A-C.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.
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Misconceptions: <ul style="list-style-type: none"> Figurative always follow a standard format in writing Figurative language is limited to 2-3 types Similes and metaphors are interchangeable terms 	Proper Conceptions: <ul style="list-style-type: none"> Figurative language appears in various forms and styles. Figurative language exists as an array of types for suit a variety of purposes. Similes and metaphors have distinct functions and formats.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Figurative Language Tone Word choice impacts meaning 	<ul style="list-style-type: none"> Students will identify and interpret examples of figurative language in a text. Students will demonstrate the use of figurative language in original writing. 	<ul style="list-style-type: none"> Creativity Collaboration

Academic Vocabulary:		
<ul style="list-style-type: none"> Alliteration Imagery Personification 	<ul style="list-style-type: none"> Hyperbole Metaphor Simile 	<ul style="list-style-type: none"> Idiom Onomatopoeia

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Summative Assessment Writing Project

Interdisciplinary Connections:
<ul style="list-style-type: none"> Not applicable.

Additional Resources:
<ul style="list-style-type: none"> Grade level appropriate works of various lengths and concepts to interact with figurative language.

Created By:
Nicole Myers and Hannah Heintzelman



Course: Reading

Grade Level: 6

Unit: The Structure and Purpose of a Text

Course/Subject: Reading

Grade: 6

Unit: The Structure and Purpose of a Text

Suggested Timeline: 2 Weeks

Grade Level Summary	Sixth grade reading develops literacy skills through the acquisition of analysis . Consequently, over the course of the year, students will improve reading, writing, speaking, and listening abilities. Additionally, the sixth grade reading class is designed to improve critical thinking through frequent and meaningful analysis and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
Grade Level Units	Unit 1 : Summarizing Unit 2: Text-dependent Analysis Unit 3: Identifying Theme Unit 4: Story Elements Unit 5: Figurative Language Unit 6: The Structure and Purpose of a Text Unit 7: Make Your Case (Oral Debate of Analysis)

Unit Title	Author's Purpose
Unit Summary	This unit is designed to inform students of the various forms of author's purpose and the involvement of the author's point of view in order to drive the structure of the written piece to achieve a given objective.

Unit Essential Questions: 1. What is the text really about? 2. How do strategic readers create meaning from informational and literary text? 3. What is the author trying to achieve in this writing? 4. What is the author's opinion in this writing?	Key Understandings: 1. Students will be able to determine the meaning and purpose of a text. 2. Students will be able to recognize the author's point of view and how he or she uses text structure to communicate this opinion.
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CC.1.3.6.D	Determine an author's purpose in a text and explain how it is conveyed in a text.
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs, chapters, or sections.

Important Standards Addressed in the Unit:

CC.1.3.6.H	Compare and contrast texts in different forms or genres in terms of their approach to similar themes and topics as well as their use of additional literary elements.
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.I	Examine how two authors present similar information in different types of text.

Misconceptions:

- Author's purpose and point of view are the same.

Proper Conceptions:

- Author's purpose fits within three distinctive categories while author's point of view describes the inherent bias noted within the text. (may also be referred to as "tone")
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Author's Point of View• Author's Purpose (Types of)• Text Structure	<ul style="list-style-type: none">• Students will examine how two authors present similar information in different types of text.• Students will identify an author's point of view.• Students will demonstrate an understanding of how text structure is used by an author to communicate an opinion or information.	<ul style="list-style-type: none">• Communication• Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none">• Bias• Description• Persuade	<ul style="list-style-type: none">• Cause and Effect• Entertain• Problem and Solution	<ul style="list-style-type: none">• Chronological Order/Sequence• Inform
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Evidence: Assessments and Performance Task(s)

- Summative Assessment
 - Writing Project
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Interdisciplinary Connections:

- Supportive of any and all research based projects within the grade level.
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Additional Resources:

- Grade level appropriate media of various types, lengths, and concepts.
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Created By:

Hannah Heintzelman and Nicole Myers



Course: Reading
Grade Level: 6
Unit: Make Your Case

Course/Subject: Reading	Grade: 6	Unit: Make Your Case (Oral Debate of Analysis)	Suggested Timeline: 4 Weeks
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Grade Level Summary	Sixth grade reading develops literacy skills through the acquisition of analysis. Consequently, over the course of the year, students will improve reading, writing, speaking, and listening abilities. Additionally, the sixth grade reading class is designed to improve critical thinking through frequent and meaningful analysis and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
Grade Level Units	Unit 1: Summarizing Unit 2: Text-dependent Analysis Unit 3: Identifying Theme Unit 4: Story Elements Unit 5: Figurative Language Unit 6: The Structure and Purpose of a Text Unit 7: Make Your Case (Oral Debate of Analysis)

Unit Title	Make Your Case (Oral Debate of Analysis)
Unit Summary	This unit is designed for students to engage in the analysis of informational texts and to use informational texts to support an argument. Students will interact with various forms of media, determining the credibility of the source.

Unit Essential Questions: 1. How do students know what to believe in what they read, hear, or view? 2. How do readers strategically use information to support an argument?	Key Understandings: 1. Students must be able to determine if a source is credible and trustworthy. 2. Students will evaluate a source and determine how to use the information to effectively support an argument.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
CC.1.2.6.G	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CC.1.2.6.H	Evaluate an author's argument by examining claims and determining if they are supported by evidence
CC.1.5.6.D	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation .

Important Standards Addressed in the Unit:

CC. 1.5.6.A	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on the others' ideas and expressing their own clearly.
CC.1.5.6.B	Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.
CC. 1. 5.6.C	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC. 1.5.6.F	Include multimedia components and visual displays in presentations to clarify information.
CC. 1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

Misconceptions:

- All online or other media sources are always credible and can be trusted.

Proper Conceptions:

- Students must be careful when determining the credibility of sources.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Credibility of Sources• Evaluating Claims• Presenting and Supporting Arguments	<ul style="list-style-type: none">• Students will be able to determine credible sources.• Students will be able to evaluate an author's claims.• Students will be able to present and support an argument with credible sources.	<ul style="list-style-type: none">• Critical Thinking• Collaboration• Communication

Academic Vocabulary:

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| • Argument | • Claim | • Credibility |
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Evidence: Assessments and Performance Task(s)

- Summative assessment which is an analysis of multiple sources to support a summative written and oral debate.
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Interdisciplinary Connections:

- Not applicable.
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Additional Resources:

- Grade level appropriate media of various types, lengths, and concepts.
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