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| **Essential**  **Understandings** | * Good readers analyze an informational text’s claim through validity of evidence, author’s point of view and purpose, presentation of information, and comparison of events with another text. * Good readers determine central ideas and analyze how information is illustrated and elaborated in the text, through word meaning and overall structure. * Informative/explanatory writers examine and convey complex ideas and information clearly and accurately. |
| **Essential**  **Questions** | * How do authors and speakers present evidence to support their point of view and purpose? * What techniques and formats do authors and speakers use to present information? * How does a researcher formulate questions and find and organize information in a well-reasoned and coherent manner? * What criteria does an author or speaker use in selecting and presenting relative information to inform an audience? * How does the refining and revising of writing individually and collaboratively strengthen one’s writing? * Why is adherence to standard English conventions important in communicating one’s ideas clearly in writing and speech? |
| **Essential Knowledge** | * Informative and explanatory texts examine and convey complex ideas and information clearly and accurately. * Researchers integrate and evaluate content presented in diverse formats and media. * Effective authors and speakers present evidence to support their point of view; effective readers and listeners recognize an author’s purpose determines his/her choice of style and content. * Effective writers and speakers select, analyze, and organize the content of their work. * Effective writers and speakers’ research is based on focused questions and the relevant information gathered from multiple sources. * Authors and speakers draw evidence from literary, or informational texts to support analysis, reflection, and research. * Authors and speakers use visual displays and forms of media to support and enhance their presentation of information. * Authors work individually and collaboratively to develop and strengthen writing via meaningful feedback and revision. * Writers and speakers adhere to standard English conventions, adapt language and style to fit audience and purpose, and use a range of vocabulary correctly to create a well-written or well-delivered informative piece. |
| **Vocab.** | Terms:  Thesis, structure, transitions, evidence, reasoning, essay, points, introduction, body, conclusion, author’s purpose, audience, context, topic, analyze, evaluate |
| **Essential Skills** | * Identify and incorporate evidence to analyze texts and multimedia presentations. * Determine the uses of central themes and ideas and how characters, ideas and events are used in a text. * Analyze meanings of words and phrases and how they fit within the structure of a text. * Determine the author’s point of view in a text and how that fits the author’s purpose. * Use multiple forms of media to create informative explanatory texts and presentations that convey clearly a topic or idea. * Engage in collaborative discussions to present information gathered from different texts and media and discuss evidence of claims made in writing or speaking. * Revise and edit writing with support of peers and teachers so it effectively conveys purpose and meets conventions of Standard English. * Locate relevant sources and gather information to answer and elaborate on an original or teacher-provided research question. * Provide appropriate bibliographic information when citing sources. |
| **Related Maine Learning Results** | Reading Informational Text - grade six   * RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * RI 6.2: Determine a central 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 and judgments. * RI 6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes) * RI 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. * 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. * RI 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. * RI 6.7: 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. * RI 6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.   Writing - grade six   * W 6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from the information or explanation presented.  * W 6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * W 6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) * W 6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate command of keyboarding skills to type a minimum of three pages in a single sitting. * W 6.7: Conduct short research projects to answeraq question, drawing on several sources and refocusing the inquiry when appropriate. * W 6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. * W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.   a. Apply *grade 6 Reading standards* to literature  b. Apply *grade 6 Reading standards* to literary nonfiction   * W 6.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.   Speaking and Listening- grade six   * SL 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   * SL 6.2: 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. * SL 6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. * SL 6.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * SL 6.5: Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information. * SL 6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)   Language - grade six   * L 6.1: Demonstrate command of the conventions of standard English grammar usage when writing and speaking. * L 6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * L 6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. * L 6.4: 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. * L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. * L 6.6: 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. |
| **Sample Lessons**  **and**  **Activities** | * Students use textual citations in their writing, which analyze and infer what the author says explicitly. (RI 6.1) * Students determine central themes and ideas through details, while writing a succinct, yet detailed summary, free from opinions and judgments. Write summaries of texts. (RI 6.2) * Students analyze and evaluate the places in texts where key individuals or events are presented. Students research factual and background information related to novels and research. (RT 6.3) * Students use KIM and other graphic organizers as a tool to determine word meanings and phrases, including connotative, figurative, and technical. (RI 6.4) * Students evaluate how the structure of a text relates to the development of ideas. (RI 6.5) * Students analyze information presented in different forms of media, such as charts, videos, tables, and online websites and slideshows. (RI 6.7) * Students identify and analyze multiple sources comparing and contrasting presentation of information and distinguishing between claims supported with evidence or not. (RI 6.8, RI 6.9) * Students develop and write informative explanatory texts in which they select, organize, and analyze relevant information. (W 6.2, W 6.4) * Students present a detailed newsletter, which utilizes forms of media to engage, and listen/analyze informational developed by peers. (SL 6.1, SL 6.2, SL 6.3, SL 6.4, SL 6.5, SL 6.6) * Students plan, revise, edit, and refine individually and collaboratively with peers to develop and strengthen writing. (W 6.1, W 6.4, W 6.5, W 6.6) |
| **Sample**  **Classroom**  **Assessment**  **Methods** | Create research focus questions to help determine important information from a text and organize note taking skills.   * Check the credibility of sources when researching events, individuals, and time periods. * Research individuals, events, or time periods, in connection to a novel and/or research studies. * Interdisciplinary research unit – gathering information from multiple forms of media to develop his/her topic. * Note-taking strategies and skills: use bullet format, minimal words per bullet * Draft, revise, edit, and submit an informative/explanatory piece of writing. * Teacher-generated rubrics, based on L. Calkins |
| **Sample**  **Resources** | * Publications:   + Reviser’s Toolbox – Barry Lane   + Lucy Calkins |