

Unit 3: Understanding Informational Text
Grade 6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Select a Gary Paulsen text - continue to engage students in accountable talk				
Reading Workshop	<p>*Analyzing Text Features</p> <ul style="list-style-type: none"> • all formatting features that contribute to meaning and how they contribute ♦ all text features that enhance, elaborate, refine, or extend the information in the text ♦ the relationship between the text features and the content of the text 	<p>• Analyzing Text Features</p> <ul style="list-style-type: none"> ♦ all formatting features that contribute to meaning and how they contribute ♦ all text features that enhance, elaborate, refine, or extend the information in the text <ul style="list-style-type: none"> - the relationship between the text features and the content of the text 			<p>* Analyzing Organizational Patterns</p> <ul style="list-style-type: none"> • recognizing the pattern • identify words or phrases that suggest/signal a specific pattern • use organizational structure to locate specific information and explain how they support the details of the text <p><i>(how does the organizational pattern clarify or reinforce meaning?</i> <i>how does the organizational pattern support the author's purpose?)</i> Create chart: pattern/how do we know/what and how it helps us understand</p>
Word Study	Understanding and recognizing idioms ML Lesson 25	Understanding and recognizing idioms	Understanding and recognizing idioms	Understanding and recognizing idioms	Understanding and recognizing idioms
Writers' Workshop			*Writing a Research Report components of a report choosing a topic	*Writing a Research Report asking questions gathering information	
Notes	Use Science materials during this week to locate examples of the informational text characteristics.	During read aloud, continue building and using accountable talk. Writing a Research Report is addressed in the Writing Handbook in the McDougal Littell anthology pg. R49.	The writing lessons in this unit reference Unit 6: Nonfiction Writing: Procedures and Reports from the Lucy Calkins <i>Primary Kit</i> .		

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	continue to engage students in accountable talk				
Reading Workshop	<p>*Analyzing Organizational Patterns</p> <ul style="list-style-type: none"> recognizing the pattern identify words or phrases that suggest/signal a specific pattern use organizational structure to locate specific information and explain how they support the details of the text <p><i>(how does the organizational pattern clarify or reinforce meaning? how does the organizational pattern support the author's purpose?)</i></p> <ul style="list-style-type: none"> Create chart: pattern/how do we know/what and how it helps us understand 	<p>* Analyzing Organizational Patterns</p> <ul style="list-style-type: none"> recognizing the pattern identify words or phrases that suggest/signal a specific pattern use organizational structure to locate specific information and explain how they support the details of the text <p><i>(how does the organizational pattern clarify or reinforce meaning? how does the organizational pattern support the author's purpose?)</i></p> <p>*BCR: Describe how the organizational pattern the author chose contributed to the meaning of the text. Use evidence from the text to support your answer.</p>			<p>Analyze important messages</p> <ul style="list-style-type: none"> identify and explain author's purpose <i>(where/what is the evidence of the author's purpose?; what is the connection between the author's purpose and the intended audience? Does the text meet its' purpose?)</i> identify and explain the author's viewpoint, argument, or perspective <i>(where is the viewpoint evident?)</i> <p>Create chart: How do we know the author's purpose? What helps us understand that purpose?</p>
Word Study	Understanding and recognizing idioms <i>(Selected response assessment)</i>	Recognizing and understanding similes ML Lesson 26	Recognizing and understanding similes	Recognizing and understanding similes	Recognizing and understanding similes
Writers' Workshop			*Writing a Research Report asking questions gathering information	*Writing a Research Report organizing information	
Notes	Use the Reading Handbook in the back of your anthology for text samples for teaching organizational structures.				

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Read Aloud	continue to engage students in accountable talk				
Reading Workshop	<p>Analyze important messages</p> <ul style="list-style-type: none"> state and support main ideas summarize the text (<i>what is this mostly about? What information in the text supports that idea? Is there information that does not relate to the main idea? Is there additional information needed to make the main idea clearer to the audience?)</i> 	<p>Analyze important messages</p> <ul style="list-style-type: none"> state and support main ideas summarize the text (<i>what is this mostly about? What information in the text supports that idea? Is there information that does not relate to the main idea? Is there additional information needed to make the main idea clearer to the audience?)</i> 			<p>Analyze important messages</p> <ul style="list-style-type: none"> identify and explain author’s purpose (<i>where/what is the evidence of the author’s purpose?; what is the connection between the author’s purpose and the intended audience? Does the text meet its’ purpose?)</i> identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?)</i> <p>Create chart: How do we know the author’s purpose? What helps us understand that purpose?</p>
Word Study	Recognizing and understanding similes (<i>Selected response assessment</i>)	Recognizing and understanding metaphors ML Lesson 26	Recognizing and understanding metaphors	Recognizing and understanding metaphors (<i>Selected response assessment</i>)	Recognizing and understanding Analogies ML Lesson 31
Writers’ Workshop			*Writing a Research Report organizing information/ drafting	*Writing a Research Report organizing information/ drafting	

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Read Aloud	<ul style="list-style-type: none"> - talk about main idea of the text, mood, tone, theme, passage of time (foreshadowing/flash back), author’s choice of language continue to engage students in accountable talk	<ul style="list-style-type: none"> - talk about main idea of the text, mood, tone, theme, passage of time (foreshadowing/flash back), author’s choice of language continue to engage students in accountable talk	<ul style="list-style-type: none"> - talk about main idea of the text, mood, tone, theme, passage of time (foreshadowing/flash back), author’s choice of language continue to engage students in accountable talk	<ul style="list-style-type: none"> - talk about main idea of the text, mood, tone, theme, passage of time (foreshadowing/flash back), author’s choice of language continue to engage students in accountable talk	<ul style="list-style-type: none"> - talk about main idea of the text, mood, tone, theme, passage of time (foreshadowing/flash back), author’s choice of language continue to engage students in accountable talk
Reading Workshop	<p>Analyze important messages</p> <ul style="list-style-type: none"> • identify and explain author’s purpose (<i>where/what is the evidence of the author’s purpose?; what is the connection between the author’s purpose and the intended audience? Does the text meet its’ purpose?</i>) • identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>) <p>Create chart: How do we know the author’s purpose? What helps us understand that purpose?</p>			<p>*Analyzing Purposeful Use of Language</p> <p>how does word choice:</p> <ul style="list-style-type: none"> ♦ <i>Contribute to meaning?</i> ♦ <i>Create style?</i> ♦ <i>Determine tone?</i> <p>Recognize and explain:</p> <ul style="list-style-type: none"> • <i>Figurative language</i> • <i>Idioms</i> • <i>Technical or content vocabulary</i> • <i>Conations of grade level words</i> • <i>Words that signal persuasion</i> • <i>Words that signal a formal or informal style</i> • <i>Repetition to emphasize important ideas</i> • <i>Connections between repetition and meaning</i> <p>Create chart: How does the author use language to develop the message/main idea?</p>	<p>*Analyzing Purposeful Use of Language</p> <p>how does word choice:</p> <ul style="list-style-type: none"> ♦ <i>Contribute to meaning?</i> ♦ <i>Create style?</i> ♦ <i>Determine tone?</i> <p>Recognize and explain:</p> <ul style="list-style-type: none"> • <i>Figurative language</i> • <i>Idioms</i> • <i>Technical or content vocabulary</i> • <i>Conations of grade level words</i> • <i>Words that signal persuasion</i> • <i>Words that signal a formal or informal style</i> • <i>Repetition to emphasize important ideas</i> • <i>Connections between repetition and meaning</i> <p>Create chart: How does the author use language to develop the message/main idea?</p>
Word Study	Recognizing and understanding Analogies	Recognizing and understanding Analogies	Recognizing and understanding Analogies	Recognizing and understanding Analogies <i>(Selected response assessment)</i>	Specialized Vocabulary ML Lesson 17
Writers’ Workshop		*Writing a Research Report revise Establish rubric for grading	*Writing a Research Report revise		
Notes					

	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Read Aloud	continue to engage students in accountable talk				
Reading Workshop			<p>Analyze the Reliability of Text</p> <ul style="list-style-type: none"> identify the connection between the author and their credentials understand the difference between facts and opinions locate the factual information in the text (how can it be proven? How current is it?) verify information across sources what would clarify the author’s viewpoint? <p>How does the author make his viewpoint clear to the reader?</p>	<p>Analyze the Reliability of Text</p> <ul style="list-style-type: none"> identify the connection between the author and their credentials understand the difference between facts and opinions locate the factual information in the text (how can it be proven? How current is it?) verify information across sources what would clarify the author’s viewpoint? <p>How does the author make his viewpoint clear to the reader?</p>	
Word Study	Specialized Vocabulary ML Lesson 18	Specialized Vocabulary ML Lesson 19	Specialized Vocabulary	Specialized Vocabulary	Review skills from September to present.
Writers’ Workshop	*Writing a Research Report revise and edit	*Writing a Research Report Edit			*Writing a Research Report Edit and publish
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Read Aloud	continue to engage students in accountable talk				
Reading Workshop		Using Functional Documents * how to read and use (purpose) * what helps us understand? - IR - GR groups - share	Using Functional Documents * how to read and use (purpose) * what helps us understand? - IR - GR groups - share		
Word Study	Review skills from September to present.	Review skills from September to present.	Review skills from September to present.	Review skills from September to present.	Review skills from September to present.
Writers' Workshop	* Writing a Research Report Publish			* Authors' Celebration	* Authors' Celebration
Notes	See the VSC for the recommended functional documents.				