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| **Unit #2 - Central Ideas/Summary: Informational Text** |

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| **Essential Standards Addressed in this Unit**CCSS/ELP/Other State Standards |
| **[CCSS.ELA-LITERACY.RI.6.2](http://www.corestandards.org/ELA-Literacy/RI/6/2/)****Determine a 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.***Standard Rolling Over from Previous Unit\***CCSS.ELA-Literacy.L.6.2**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** *CCSS.ELA-LITERACY.L.6.2.AUse punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

*\*See* [*Unit 1*](https://docs.google.com/document/d/1YY4T2Zt3xHsZ7GF0WPU3BHiRjExuh8X21fBawWIPz_4/edit?usp=sharing) *for punctuation goals* |

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| **Student Outcome Goals** |
| [**Central Idea and Summary Rubric**](https://docs.google.com/document/d/1h_1vKK3xoYQwBa_ke9p0ddQyTbor1t7Ob_n14tXQ0PQ/edit) |
| By the end of the unit, **30%** will be able to...* determine the central idea of a paragraph, given multiple choice options

AND be able to* use the IVF strategy to write a summary of an informational text that contains at least some of the central ideas of the text and few insignificant details (overall score of a 2 on the rubric)
 | By the end of the unit, **70%** of ALL students will be able to…* determine the central idea of a paragraph, section, and/or entire text, given multiple choice options

AND be able to* use the IVF strategy to write a brief summary of an informational text that contains most of the central ideas in the text, leaving out opinions and judgements (overall score of a 3 on the rubric)

*2018-19 Data for ALL Students**Central Idea: 60% at standard**Summary: 24% at standard w/ conventions score**56% at standard w/o conventions score* | By the end of the unit, **Advanced** students will be able to…* determine the central idea of a paragraph, section, and/or entire text and put it in their own words

AND be able to* use the IVF strategy to write a brief and objective summary of an informational text, using precise and sophisticated language (overall score of at least a 3.5 on the rubric)

*2018-19 Data for Advanced Students**Central Idea: 86% at standard**Summary: 34% at standard* |

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| **Learning Progression - Grade Below** | **6th Grade ELA Standards** | **Learning Progression - Grade Above** |
| CCSS.ELA-LITERACY.RI.5.2Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | **CCSS.ELA-LITERACY.RI.6.2****Determine a 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.** | CCSS.ELA-LITERACY.RI.7.2Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |

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| **Learning Target Progressions** | **Unit Tasks** |
| 1. I can read a text for comprehension purposes.
2. I can determine the central idea of a paragraph.
	1. I can understand the difference between a stated and an implied central idea.
	2. I can reread the first and last sentence of a paragraph to determine the central idea of a text.
	3. I can recognize repeating words, phrases, and ideas in a paragraph.
3. I can determine the central idea of a section.
	1. I can analyze the title of a section and use it to determine the central idea of the section.
	2. I can analyze the introduction and conclusion paragraphs in a section to determine the central idea of the section.
	3. I can recognize and analyze repeating words, phrases, and ideas to determine the central idea of a section.
4. I can determine the central idea of a text.
	1. I can analyze the title of a text and use it to determine the central idea of the text.
	2. I can analyze the introduction and conclusion sections in a text to determine the central idea of the text.
	3. I can recognize and analyze repeating words, phrases, and ideas to determine the central idea of a text.
5. I can support the central idea with details from the text.
6. I can write a summary of an informational text.
	1. I can identify the item being summarized.
	2. I can use the IVF strategy to write a complete summary of a text.
 | 1. [Preassessment](https://drive.google.com/open?id=1pI98UYxO_DbnVPk9BFBiKQbj_ZNGpiqh3V7gJgovXMM): Duck & Cover
2. [Notes on CI & IVF Summary](https://docs.google.com/presentation/d/11LHMQ7wdQm4tbOLa0aJ79h0oGPykjdAGP7JpdyCyT8k/edit?usp=sharing) or [Video Lesson](https://edpuzzle.com/media/5c3127a71be7af406e5c5756)
	1. [Notes worksheet](https://docs.google.com/document/d/1H_vALpPleFPxe99gtF2OMaMQKjxKcTu0GnUjgjNEomQ/edit?usp=sharing); paste in notebook
	2. Handwritten notes in notebook
3. Review Duck & Cover
	1. [Article](https://drive.google.com/file/d/1sM4SXg-g2eXKWPlfdhNyl4eJF6g8JvAp/view) & [Teacher Key](https://drive.google.com/file/d/1I3H4QG4LBJ-COi89OMT8HDPMNQM-2YkQ/view)
	2. [Central Idea Worksheet](https://docs.google.com/document/d/1zlIZagsUoZUCBvUpHxblvwMIyeC-oAWvENlw2PqK6ow/edit?usp=sharing)
	3. [IVF Summary Worksheet](https://docs.google.com/document/d/191W33LiFANmg-2OABUi3Xo15aewiwAAWJ27VWXgZBzY/edit?usp=sharing)
4. Extra Time:
	1. Quizziz [review game for central idea and summary](https://quizizz.com/admin/quiz/5c3121c4ff77e5001abe03a4)
5. [Stated & Implied Central Ideas](https://docs.google.com/document/d/1YI96nONxcqNuqb705bnVcowFuD89yU1w4txgXttF_b4/edit?usp=sharing) lesson
6. [FA 1: Stated & Implied Central Idea (paragraph)](https://drive.google.com/open?id=1fp2PxEllzwtE2PIToM81tB07XZ4vsLA3TPyCPi0SxY4)
7. Article: *Fears & Phobias*, Collection 1, p.41-46
	1. As a class: sections “What is Fear?” (41) and “How Fear Works” (42)
	2. Small groups: section “Fears People Have” (43)
8. [FA 2: Central Idea (paragraph & section) & Summary - “Fears During Childhood”](https://drive.google.com/open?id=1z-QYAA8qWCfjBqeQWuHWuccJGml_gJWfL7NoincOntI)
9. Continue article: *Fears & Phobias*, Collection 1, p.41-46
	1. As a class: section “Phobias” (44)
	2. Small groups: “What Causes Phobias?” (44-45)
10. [FA 3: Central Idea (paragraph & section) & Summary - “Overcoming Phobias”](https://drive.google.com/open?id=1_rayGm-xGZHLTU2C-M0Nk4JzRRgJLiI7p3q8IttGUzc)
11. Intervention Lessons
	1. [Central idea of a paragraph practice](https://docs.google.com/document/d/1D0CiuOYvb-uXoDO9oSu4NAbCkO5ry_zOsVru5WLwBjk/edit?usp=sharing) (paper) - for below standard students
	2. [CI of a section (video lesson - before worksheet)](https://edpuzzle.com/media/5c4d2943b7dea840f6373f86) - For advanced or at standard students
	3. [CI of a section (worksheet)](https://docs.google.com/document/d/1kvy1bDKkyuRmvWBZfNGr8DdhXb_xt6ulLpKMI1OWGS0/edit?usp=sharing) - For advanced or at standard students
12. “Face Your Fears: Choking Under Pressure is Every Athlete’s Worst Nightmare” Close Reader, p.9-12
	1. Option: [worksheet](https://docs.google.com/document/d/1_63YQmxCLu00Tc0K0vziTdv1Shqaqjd7pWR0CyVlJaM/edit?usp=sharing)
13. [Summative: “In the Spotlight”](https://docs.google.com/forms/d/e/1FAIpQLSda2YnCXPBQtcEvBSis3H5bmUQwyXEVj3G0w-FfpLkhnP3GLQ/viewform?usp=sf_link)
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| **Key Academic Vocabulary** |
| central idea | summary | identify [the item] | verb | supporting details |
| significant | opinion | stated central idea | implied central idea |  |
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| **Common Assessments**Formative and Summative  |
| * [Preassessment on Central Idea & Summary](https://drive.google.com/open?id=1pI98UYxO_DbnVPk9BFBiKQbj_ZNGpiqh3V7gJgovXMM)
* [FA 1: Stated & Implied Central Idea (paragraph)](https://drive.google.com/open?id=1fp2PxEllzwtE2PIToM81tB07XZ4vsLA3TPyCPi0SxY4)
* [FA 2: Central Idea (paragraph & section) & Summary - “Fears During Childhood”](https://drive.google.com/open?id=1z-QYAA8qWCfjBqeQWuHWuccJGml_gJWfL7NoincOntI)
* [FA 3: Central Idea (paragraph & section) & Summary - “Overcoming Phobias”](https://drive.google.com/open?id=1_rayGm-xGZHLTU2C-M0Nk4JzRRgJLiI7p3q8IttGUzc)
* [Summative: “In the Spotlight”](https://docs.google.com/forms/d/e/1FAIpQLSda2YnCXPBQtcEvBSis3H5bmUQwyXEVj3G0w-FfpLkhnP3GLQ/viewform?usp=sf_link)

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| **Assessment Data / TACA Links** |
| ***2019-2020*** |
| ***2018-2019***[**Combined TACA Sheet - Overall Growth Comparison**](https://docs.google.com/spreadsheets/d/1biXecnlb33CkYMkYid_LtnOyr388twcBpfiStIn_5sQ/edit?usp=sharing)* [Preassessment on Central Idea & Summary](https://drive.google.com/open?id=176kpgv9RbkHu6Dj58PikKXAqJVDPJTgdLnLhnbeiG2Y)
* [FA 1: Stated & Implied Central Idea (paragraph)](https://drive.google.com/open?id=17aMv3jCO76du-CLah65WRa4PkJIiSlBhJBJej9aOSY8)
* [FA 2: Central Idea (paragraph & section) & Summary - “Fears During Childhood”](https://drive.google.com/open?id=18jC3_fReeVyH9gFAU6sSkc8RYrCqcEKsgHON54ZgQbk)
* [FA 3: Central Idea (paragraph & section) & Summary - “Overcoming Phobias”](https://drive.google.com/open?id=18jC3_fReeVyH9gFAU6sSkc8RYrCqcEKsgHON54ZgQbk)
* [SBAC Interim: Read Informational Texts, grade 6](https://docs.google.com/spreadsheets/d/1Qh-pu1xn9JBX_dHOYysS-vtZrZDk6L67Hh9z7lP9SdA/edit?usp=sharing)
* [Summative: Central Idea (paragraph & section) & Summary - “Into the Spotlight”](https://docs.google.com/spreadsheets/d/1l_FrJcwohPRWgJwGai1lcYUf9o2wi6dx_GW4ymyo6pY/edit?usp=sharing)
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| **Intervention/Enrichment Plan** |
| **Below Grade Level Interventions** | **Above Grade Level Enrichments** |
| * Small group intervention with either Teacher or Sharon Jordan
* Intervention Lessons
	+ [Central idea of a paragraph practice](https://docs.google.com/document/d/1D0CiuOYvb-uXoDO9oSu4NAbCkO5ry_zOsVru5WLwBjk/edit?usp=sharing) (paper) - for below standard students
	+ [CI of a section (video lesson - before worksheet)](https://edpuzzle.com/media/5c4d2943b7dea840f6373f86) - For advanced or at standard students
	+ [CI of a section (worksheet)](https://docs.google.com/document/d/1kvy1bDKkyuRmvWBZfNGr8DdhXb_xt6ulLpKMI1OWGS0/edit?usp=sharing) - For advanced or at standard students
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| **Resources** |
| **Resources** | **Weekly Lessons** |
| * *Collections* textbook & close reader
* SBAC Interim Assessment - Reading Informational Text
* [CommonLit](https://www.commonlit.org/) articles
 | * [Week 1](https://docs.google.com/document/d/1r25_vOoce52p1aO9GtI3v8vtcCzfReiwaw0CFGLJJZ0/edit?usp=sharing) - 10/28
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| **Reflection Notes** |
| 2019-2020*2018-2019** Start with this unit next year
* Did not meet our goal for this year; adjust for next year. Perhaps, make the goal based on growth rather than achievement.
* ~~Maybe start with the interim? Then, take the interim again later in the unit to compare.~~
	+ ~~Stress that questions can have more than one answer.~~
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