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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.A Use 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.5.2  Determine 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.7.2  Determine 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.~~ |