

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

**COURSE INTRODUCTION:** When students enter 6th grade, they should already have a solid foundation in literature and other subject areas and should be able to read and write fluently. They begin to explore deeper and subtler themes across reading, writing, speaking and listening. In reading, students will cite evidence to support analysis of both literature and informational text, determine central idea and theme, and create an objective summary. Additionally, students will use context clues to determine meaning, will analyze the overall text structure, and will explain how the author’s point of view or purpose is conveyed. In a variety of genres, students will evaluate arguments from specific claims and compare/contrast various author’s crafts. Students will integrate information in varied formats using media. In writing, students will use the writing process and conventions to create varied works for multiple purposes. Students will write narratives to develop real or imaginary experiences or events, write informative/explanatory text to examine a topic, write an analysis of relevant content, and write arguments to support claims with clear reasons and evidence. Students will conduct short and extended research projects using print and digital resources. In speaking and listening, students will engage effectively in a wide range of collaborative discussions and present claims and findings in a logical sequence using evidence as support. In language, students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings as well as acquire and use accurately and effectively grade-appropriate general academic and domain specific vocabulary words. By the end of 6th grade, students are ready to study literature with complex and challenging themes.

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

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<p><b>UNIT DESCRIPTION:</b></p> <p>The unit, <b>Courage and Bravery</b> contains eight in-depth lessons and six formative assessments. The unit addresses four reading informational text standards, one reading literacy standard, two language standards, two speaking and listening standards and one writing standard. When reading or listening to informational text, students will analyze to determine how ideas are introduced, illustrated, and elaborated upon, describe how a particular section of a text impacts an entire piece and will evaluate the writer’s or speaker’s arguments and claims. Additionally, students will interpret words and phrases used in text, including technical meanings and figurative language, will determine how words are related (e.g., cause/effect, part/whole, item/category and problem/solution) and will determine positive, negative, and neutral connotations. To determine or clarify the meaning of unknown and multiple-meaning words and phrases, the student will use context clues, affixes and roots, and/or appropriate reference materials. Students will write informative/explanatory texts that include multimedia components to clarify information.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf">http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><a href="#">Provide Feedback</a></p>	<p><b>SUGGESTED UNIT TIMELINE:</b> approximately 5 weeks</p> <p><b>CLASS PERIOD (min.):</b> 50 minutes daily</p>
<p><b>ESSENTIAL QUESTIONS:</b></p>	

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

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1. How do the choices made by writers’ impact understanding? 2. How do writers argue their point to make claims believable? 3. Why is it important to know how words and phrases are related to understand text? 4. Why is it important to know word meaning and connotations to understand text? 5. Why is it important to write quality informative texts?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHE R	DOK
Objective 1: The student will analyze how a key individual, event, or idea is introduced, illustrated, and elaborated upon in written text (and other mediums/formats) and explain how it contributes to the topic or issue under study.	R.3: Analyze how and why individuals, events, and ideas develop and interact over text. SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		3.5 2.4 1.4	RI.6.3 SL.6.2		3
Objective 2: The student will describe how a particular section of a text or structure of the text helps develop the author’s purpose, impacts readers’ understanding, and contributes to enjoyment of the text.	R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.	R.3.A.6.a R.3.A.6.b	3.5 2.4	RI.6.5		3

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

Objective 3: The student will describe, evaluate and/or follow the development of a writer’s or speaker’s arguments and claims and distinguish between claims that are supported by reasons and those that are not.	R.8: Delineate and evaluate arguments and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of evidence. SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	R.3.C.6.e	3.5	RI.6.8  SL.6.3		3
Objective 4: The student will interpret words and phrases used in text, including technical meanings and figurative language (i.e. metaphor, simile, personification, imagery, hyperbole).	R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R.3.B.6.d R.3.C.8.j R.2.B.6.d	1.6	RI.6.4 RL.6.4		2 3
Objective 5: The student will determine how words are related (e.g., cause/effect, part/whole, item/category and problem/solution.)	L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	R.3.C.8.j	1.6	L.6.5.b		2 3
Objective 6: The student will determine positive, negative, and neutral connotations of words and phrases.	L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	R.3.C.8.j	1.6	L.6.5.c		2
Objective 7: When writing informative/explanatory texts, the student will: introduce and develop the topic with specific, relevant evidence, use an effective organizational structure and format, use appropriate transitions and precise language, maintain a formal style, use an effective conclusive statement and will	W.2: Write informative/explanatory texts to determine and convey complex ideas and information clearly and	W.3.A.6.a W.2.B.6.a W.2.A.6.a W.2.A.6.b	2.1 1.4	W.6.2.a W.6.2.b W.6.2.c W.6.2.d		3 4

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

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include multimedia components to clarify information.	accurately through effective selection, organization, and analysis of content. SL.5: Make strategic use of digital and visual displays of data to express information and enhance understanding of presentations.	W.2.B.6.b W.2.C.6.b W.2.D.6.a W.2.D.6.b W.2.C.6.a		W.6.2.e W.6.2.f SL.6.5		
Objective 8: To determine or clarify the meaning of unknown and multiple-meaning words and phrases, the student will use context clues, affixes and roots, and/or appropriate reference materials.	L.4: Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing the meaningful word parts, and consulting general and specialized reference materials as appropriate.	R.1.E.6.a R.1.E.6.b R.1.E.6.c	1.6	L.6.4.a L.6.4.b L.6.4.c L.6.4.d		2

**ASSESSMENT DESCRIPTIONS\*:**

**Lesson 1: [Problem-Solving Unfamiliar Words Formative Assessment](#):** Teacher observation of students using problem solving to identify and determine meaning of unfamiliar words during oral reading. Teacher will use the *Problem-Solving Unknown Words Checklist* to capture students' performance related to: the use of context clues, chunking words into smaller parts, using roots and affixes, and/or using appropriate digital and print resources. Words with Greek and Latin roots or affixes will be placed on the word wall in the classroom. (Objective 8)

**Lesson 2: [Figurative Language Formative Assessment](#):** Students will answer multiple-choice questions related to examples of figurative language and their meanings and how to interpret examples of figurative language. Then, students will read a short story to identify examples of figurative language, tell their meaning and describe their overall impact on the story. (Objective 4)

**Lessons 3 and 4: [Word/Phrase Relationship and Connotations Formative Assessment](#):** Students will write a diary entry that tells about a day in their lives in which they showed some type of courage or bravery. The entry should contain at least two examples of each type of relationship (Problem/Solution, Cause/Effect, Whole/Part, and Category/Item) and two examples of positive connotations and two examples of negative

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

connotations. When finished, students will trade papers with another person and underline the various types of relationships and connotations in other person's paper. ( Objectives 5 and 6)

**Lesson 5: Analyzing Text for Ideas and Concepts Formative Assessment:** Students will read the informational text called *Explorer Hero: Neil Armstrong* to learn about the first man to walk on the moon. Then, watch the short Internet video clip called *Ron McNair Tribute* to learn about Ron McNair who lost his life when the space craft, Challenger, in which he was riding exploded upon its return to Earth. They will use information from the article and information from the video clip to answer several questions and cite evidence from both sources to explain the reasoning for choices. (Objective 1)

**Lesson 6: Determining How a Section Impacts the Text:** The independent practice will be used as the formative assessment. Students will read a short informational text article titled *Birds in Battle* that describes the courage shown by carrier pigeons during World War I and II and will work individually to answer the several questions. Students will determine the structure of the text, describe how various parts and sections fit into the overall text structure and describe the purpose and impact of various parts and sections. (Objective 2)

**Lesson 7: Evaluating Text for Claims and Arguments Formative Assessment:** Students will work in pairs to analyze a short informational text called *Land of the Brave* to complete the *Claim/Argument Graphic Organizer*. Students will identify claims, arguments and evidence that support the claims, and determine whether or not claims are substantiated. (Objective 3)

**Lesson 8: Writing Informative/Explanatory Papers/Texts Formative Assessment:** Students will respond to a writing prompt to write an informative/explanatory paper. Prompt: "In 2011, the people in Joplin Missouri lost houses, belongings, and loved ones when an F-5 tornado devastated a large section of the city. It takes **courage** for people to focus on what remains rather than what was lost. Write an informative paper to the people in Joplin, MO that explains the importance of focusing on what remains rather than what was lost. Include visuals, graphics, or music and present your paper orally to the class." (Objective 7)

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
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8

**Lesson 1: Problem-Solving Unfamiliar Words:**

1. **Assessment for Learning:** State the objective of the lesson in student friendly language. “In this lesson, you will review and briefly practice the processes for problem-solving unknown words by using context clues, breaking the words into chunks and using your knowledge of (Greek and Latin) affixes and roots as clues to determine word meaning. You will do a very brief review of using references both print and digital such as the dictionary, glossaries and thesauruses to determine pronunciation and determine/verify word meaning.”
2. **Advance Organizer:** Ask students to write on a sticky note the method they use most often to figure-out the meaning of unfamiliar words when reading. Collate the results on chart paper or on the white board. If possible, have students arrange themselves into a human graph. Briefly discuss results.
3. **Direct Teaching of Context Clues:** Discuss with students the four most direct context clues used by authors (definition/explanation clue, restatement/synonym clue, contrast/antonym clue, and gist clue) *When Kids Can't Read, What Should Teachers Do? A Guide for Teachers 6-12* by Lylene Beers or use materials from the website: [http://www.edhelper.com/language/Context\\_Clues.htm](http://www.edhelper.com/language/Context_Clues.htm)
4. **Modeling of Context Clues:** Use a white board or chart to demonstrate for students how the use the 4 types of context clues to figure-out word meaning.
5. **Guided Practice with Context Clues:** Give each student one page of text at the 6th grade level that contains at least 10 words that are blackened out. The student will use context clues to try to figure-out what the words might be.
6. **Cooperative Learning Structure:** Use a *Four Corners Sharing* <http://www.woodrow.org/teachers/bi/1998/presentations/fortenberry/> structure to have students share their answers with peers. Then, discuss answers with the class, and ask students to tell the type of context clue that was used to figure-out meaning.
7. **Brief Review:** Provide students with a reference chart with appropriate grade-level Greek and Latin affixes and roots, and ask students to briefly review the information.
8. **Word Study:** Orally read a one page informational text to students, as they follow along a printed copy. Ten words in the story (with Greek and Latin roots and affixes) will be highlighted. Students will work in pairs and use their reference chart to try to figure-out the word meaning and pronunciation of each of the ten words (i.e. hypothermia, myopic, transcendental, etc.)
9. **Cooperative Learning Structure:** Have one pair join with another pair to compare answers. If there are differences of opinion, the students should use print and digital references to check meaning and pronunciation. **Note:** If students are unfamiliar with how to use print or digital resources, the teacher will need to teach or briefly review for students how to use them.

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

	<p>10. <a href="#"><u>Administer the Problem-Solving Unfamiliar Words Formative Assessment</u></a>: Observe students using problem solving to identify and determine meaning of unfamiliar words during oral reading. Use the <b><i>Problem Solving Unknown Words Checklist</i></b> to capture students’ performance related to: the use of context clues, chunking words into smaller parts, using roots and affixes, and/or using appropriate digital and print resources. Place words with Greek and Latin roots or affixes on the word wall in the classroom.</p>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
<b>8</b>	<p><b><a href="#"><u>Lesson 1: Problem-Solving Unfamiliar Words:</u></a></b></p> <ol style="list-style-type: none"> <li>1. In this lesson, you will review and briefly practice the processes for problem-solving unknown words by using context clues, breaking the words into chunks and using your knowledge of (Greek and Latin) affixes and roots as clues to determine word meaning. You will also do a very brief review of using references both print and digital such as the dictionary, glossaries and thesauruses to determine pronunciation and determine/verify word meaning.</li> <li>2. On a sticky note write the method you use most often to figure-out the meaning of unfamiliar words when reading. Discuss and share with your peers.</li> <li>3. You will be given one page of text that contains at least 10 words that are blackened out. You will use what you learned about context clues to try to figure-out what the words might be.</li> <li>4. Share your ideas with peers using a four-corner sharing structure.</li> <li>5. Briefly review Greek and Latin affixes and roots with your teacher using a reference chart.</li> <li>6. The teacher will read a one page informational text as you will follow along on a printed copy. Ten words in the story (with Greek and Latin roots and affixes) will be highlighted. Work with one other student and use a reference chart to try to figure-out the word meaning and pronunciation of each of the ten words (i.e. hypothermia, myopic, transcendental, etc.)</li> <li>7. Join another pair and compare answers. If there are differences of opinion, use print and digital references to check meaning and pronunciation.</li> <li>8. <a href="#"><u>Take the formative assessment</u></a>. You will be asked to read orally by your teacher. She/he will observe your use of context clues and other methods to problem solve unfamiliar words.</li> </ol>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
<b>4</b>	<p><b><a href="#"><u>Lesson 2: Figurative Language:</u></a></b></p> <ol style="list-style-type: none"> <li>1. <b>Assessment for Learning:</b> State the objective of the lesson in student friendly language. “During the first part of the lesson, you will learn about metaphors, similes, personification, imagery and hyperbole. The next part of the lesson will focus on how to determine technical</li> </ol>

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

	<p>meanings of words when reading.”</p> <p>2. <b>Activate Prior Knowledge:</b> Ask students to do the <a href="#">Figurative Language Classification</a> to classify twenty sentences into five groups. When finished, ask students to explain why they classified the sentences the way they did. OR Tell what the four sentences in the group have in common. (There are four sentences with metaphors, four with similes, four with personification, four with imagery and four with hyperbole.) Give students the answers to the classification and discuss placement.</p> <p>3. <b>Direct Teaching of Figurative Language:</b> Use the <a href="#">Figurative Language Reference Sheet</a> to discuss the meaning and definitions of metaphors, simile, personification, hyperbole, and imagery. Show and discuss the examples provided.</p> <p>4. <b>Guided Practice:</b> Ask students to get into groups of three and read a very short story called <a href="#">Bravery in the Woods</a> that contains several examples of figurative language. Ask students to highlight any and all examples of the five types of figurative language being studied. Then, ask them to name the type of figurative language, tell what it means and explain why the author may have chosen to use it.</p> <p>5. <b>Application:</b> Ask students to work with a partner to write a short story about a make-believe character that shows courage and bravery to overcome an obstacle. In the story, students must use two examples of each of the following: simile, metaphor, personification, imagery, and hyperbole. When finished, ask students to exchange stories and look for the figurative language examples. For each example found, the pair should name the type of figurative language used, tell its meaning and tell why the writers may have chosen to use it.</p> <p>6. <b>Journal Reflection:</b> Ask students to journal. “If you were an author, which type of figurative language would you use most? Explain why?”</p> <p>7. <b>Optional Formative Assessment for Figurative Language:</b> Ask students to answer multiple-choice questions related to examples of figurative language and their meanings and how to interpret examples of figurative language. Then, ask students to read a short story of your choosing to identify examples of figurative language, tell their meaning and describe their overall impact on the story.</p> <p><b>Note:</b> The teacher will address “determining technical meanings of words and phrases” by teaching students to use context clues when reading and to use age appropriate reference materials to look up unfamiliar words. Both skills are addressed and taught in the first lesson of this unit. Use professional judgment and the results of the formative assessment for the first lesson to determine whether or not students need additional instruction.</p>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

<b>4</b>	<p><b><u>Lesson 2: Figurative Language:</u></b></p> <ol style="list-style-type: none"><li>1. During the first part of the lesson, you will learn about metaphors, similes, personification, imagery and hyperbole. The next part of the lesson will focus on how to determine technical meanings of words when reading.</li><li>2. Do the activity called <a href="#">Figurative Language Classification</a> to classify twenty sentences into five groups. When finished, explain why you classified the sentences the way you did. OR Tell what the four sentences in the group have in common.</li><li>3. Refer to the <a href="#">Figurative Language Reference Sheet</a> to discuss the meaning and definitions of metaphors, simile, personification, hyperbole, and imagery with your classmates.</li><li>4. Get into groups of three and read a very short story called <a href="#">Bravery in the Woods</a> that contains several examples of figurative language. Highlight any and all examples of five types of figurative language you are studying in this lesson. Name the type of figurative language, tell what it means and explain why the author may have chosen to use it.</li><li>5. Work with a partner to write a short story about a make-believe character that shows courage and bravery to overcome an obstacle. In the story, you must use two examples of each of the following: simile, metaphor, personification, imagery, and hyperbole. When finished, exchange stories with another pair, and you and your partner will look for all figurative language examples. For each example found, name the type of figurative language used, tell its meaning and tell why the writers may have chosen to use it.</li><li>6. Journal: "If you were an author, which type of figurative language would you use most? Explain why?"</li><li>7. Just a reminder! When reading informational text, it is important to be able to determine technical meanings of words and phrases by using context clues and appropriate reference materials to look up unfamiliar words. Both skills were taught and addressed in the first lesson of this unit, be sure to use them. Your teacher may decide to give additional practice on these skills.</li><li>8. Your teacher may ask that you take the <a href="#">Figurative Language Formative Assessment</a>.</li></ol>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

5	<p><b>Lesson 3: <u>Word and Phrase Relationships:</u></b></p> <p>1. <b>Assessment for Learning:</b> State the objective of the lesson in student friendly language. “In this lesson, you will learn about relationships. Words, phrases and sentences, just like people, can be related. You will learn about four main kinds of word/phrase/sentence relationships: cause/effect, problem/solution, whole/part, and category/item.”</p> <p>2. <b>Activate Prior Knowledge and Advance Organizer:</b> Ask students to work with a partner to complete the <a href="#">Relationship Matching Game</a>. Students will match an item from Column A to an item from Column B to create relationships. When finished, students will examine clusters of relationships and try to guess the names of relationships they created.</p> <p>3. <b>Cooperative Learning Structure:</b> Have pairs join with another pair to share ideas as to how each of the clusters might be related.</p> <p>4. <b>Direct Teaching of Figurative Language:</b> Use the <a href="#">Learning About Relationships Reference Chart</a> to teach students about the four types of word relationships.</p> <p>5. <b>Guided Practice:</b> Ask students to work alone or with a partner to complete the practice sheet called <a href="#">Finish the Relationship</a>.</p> <p>6. <b>Independent Practice:</b> Ask students to analyze the diary entry called <a href="#">Courage at the Mall</a> to find at least two examples of each of these relationships: Problem/Solution, Cause/Effect, Whole/Part, and Category/Item.</p> <p>7. <b>Metacognition/Reflection:</b> Ask students to write in their journals: “How will learning about relationships among words, phrases, and sentences help you in your day-to-day activities?”</p>
Obj. #	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

<b>5</b>	<p><b><u>Lesson 3: Word and Phrase Relationships:</u></b></p> <ol style="list-style-type: none"><li>1. In this lesson, you will learn about relationships. Words, phrases and sentences, like people, can be related. You will learn about four main kinds of word/phrase/sentence relationships: cause/effect, problem/solution, whole/part, and category/item.</li><li>2. Work with a partner to complete the <a href="#">Relationship Matching Game</a>. Match an item from Column A to an item from Column B to create relationships. When finished, examine clusters of relationships and try to guess the names of relationships you created.</li><li>3. Join with another pair to share ideas as to how each of the clusters might be related.</li><li>4. Use the <a href="#">Learning About Relationships Reference Chart</a> to learn about the four types of word relationships.</li><li>5. Work alone or with a partner to complete the practice sheet called <a href="#">Finish the Relationship</a>.</li><li>6. Analyze the diary entry called <a href="#">Courage at the Mall</a> to find at least two examples of each of these relationships: Problem/Solution, Cause/Effect, Whole/Part, and Category/Item.</li><li>7. Journal: How will learning about relationships among words, phrases, and sentences help you in your day-to-day activities?</li></ol>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

6	<p><b>Lesson 4: <a href="#">Word Connotations:</a></b></p> <ol style="list-style-type: none"><li><b>1. Activate Prior Knowledge and Advance Organizer:</b> Ask students to write what images, ideas or thoughts come to mind when they hear the pairs of sentences below. Ask students to tell if the two sentences in each pair evoke the same visual image, thought, or idea or a different visual image, thought or idea. Ask them to give reasoning.<ul style="list-style-type: none"><li>• Sitting in a cozy booth. /Sitting in a cramped booth.</li><li>• Students sip their sodas. /Students gulp their sodas.</li><li>• A moist cake. /A soggy cake.</li></ul></li><li><b>2. Direct Teaching of Denotations and Connotations:</b> Use the information from the <a href="#">Denotations and Connotations Reference Sheet</a> to teach students about denotations and positive and negative connotations. Discuss examples given in the resources.</li><li><b>3. Guided Practice:</b> Have students work alone or with a partner to complete the practice sheet called <a href="#">Looking for Connotations</a>.</li><li><b>4. Independent Practice:</b> Ask students to read a story called <a href="#">Courage at the Pizza Parlor</a> to look for examples of positive, negative, and neutral connotations. The students will change negative or neutral connotations into positive connotations.</li><li><b>5. Using Technology:</b> Ask students to post their responses on the classroom Wiki or Blog and read and comment on two other student responses.</li><li><b>6. Administer the <a href="#">Word Phrase Relationship and Connotations Formative Assessment</a>:</b> Ask students to write a diary entry that tells about a day in their lives in which they showed some type of courage or bravery. The entry should contain at least two examples of each type of relationship (Problem/Solution, Cause/Effect, Whole/Part, and Category/Item) and two examples of positive connotations and two examples of negative connotations. When finished, ask students to trade papers with another person and underline the various types of relationships and connotations in the other person’s paper.</li></ol>
Obj. #	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

<b>6</b>	<p><b><u>Lesson 4: Word Connotations:</u></b></p> <ol style="list-style-type: none"><li>1. Jot down what ideas and thoughts come to mind when you hear these pairs of sentences. Tell if the two sentences in each pair evoke the same visual image, thought, or idea or a different visual image, thought or idea. Give your reasoning.<ul style="list-style-type: none"><li>• Sitting in a cozy booth. /Sitting in a cramped booth.</li><li>• Students sip their sodas. /Students gulp their sodas.</li><li>• A moist cake. /A soggy cake.</li></ul></li><li>2. Use the information from the <a href="#">Denotations and Connotations Reference Sheet</a> to learn about denotations and positive and negative connotations. Discuss examples given in the resources.</li><li>3. Work alone or with a partner to complete the practice sheet called <a href="#">Looking for Connotations</a>.</li><li>4. Read a story called <a href="#">Courage at the Pizza Parlor</a> to look for examples of positive, negative, and neutral connotations. Change negative or neutral connotations into positive connotations.</li><li>5. Post your responses on the classroom Wiki or Blog and read and comment on two other responses.</li><li>6. Take the <a href="#">Word/Phrase Relationships and Word Connotations Formative Assessment</a></li></ol>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>

1

**Lesson 5: [Analyzing Text for Ideas and Concepts:](#)**

1. **Activate Prior Knowledge:** Ask the following three questions and have students think about answers and jot down ideas. 1) If I would ask you to tell me how a writer introduces an individual, idea or concept, what would I mean? 2) If I would ask how a writer illustrates an individual, idea or concept, what would I mean? 3) If I would ask how a writer elaborates on an individual, idea or concept, what would I mean?

2. **Cooperative Learning:** Use a cooperative learning structure called [Four Corners Sharing](http://www.woodrow.org/teachers/bi/1998/presentations/fortenberry/) <http://www.woodrow.org/teachers/bi/1998/presentations/fortenberry/> for students to share responses.

3. **Assessment for Learning:** Give the objective of lesson in student friendly language. "In this lesson, you will learn how details, examples and other types of evidence are used by writers to help them get their ideas across to different kinds of consumers such as readers, viewers and listeners."

4. **Direct Teaching of Using Evidence to Introduce, Illustrate, and Elaborate.** Use [The Reference Sheet: Introduce, Illustrate, and Elaborate](#) to teach students about what is meant when a writer introduces, illustrates, and elaborates and discuss the examples on the sheet.

5. **Modeling:** Use a childhood fairy tale or an article obtained from the internet to model how a main character, idea, or concept is introduced, illustrated, and elaborated upon.

6. **Independent Practice:** Ask students to read an article obtained from the internet called *8 Ways to Inspire Others* located on the website: <http://www.marcandangel.com/2009/02/18/8-ways-to-inspire-others/>

Ask each student to answer the questions about the article 1) How is the idea that everyone has the potential to become an inspirational person introduced to readers? 2) How does the author go about illustrating how people might become inspirational? 3) How is the idea that all people have the ability to become an inspirational person elaborated upon by the author?

7. **Cooperative Learning:** Ask students to use a cooperative learning structure [Inner/Outer Circle](#) to share responses and discuss the article.

8. **Administer the [Analyzing Text for Ideas and Concepts Formative Assessment:](#)** Students will read the informational text called *Explorer Hero: Neil Armstrong* [http://myhero.com/go/hero.asp?hero=armstrong\\_vermont](http://myhero.com/go/hero.asp?hero=armstrong_vermont) to learn about the first man to walk on the moon. Then, watch the short Internet video clip called *Ron McNair Tribute* <http://abcnews.go.com/WNT/video/act-bravery-ron-mcnair-tribute-carolina-astronaut-african-12794995> to learn about Ron McNair who lost his life when the space craft, Challenger, in which he was riding exploded upon its return to Earth. Students will use information from the article and information from the video clip to answer several questions and cite evidence from both sources to explain the reasoning for choices.

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

Obj. #	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1	<p><b>Lesson 5: <u>Analyzing Text for Ideas and Concepts:</u></b></p> <ol style="list-style-type: none"> <li>1. Answer these questions on paper. 1) If I would ask you to tell me how a writer introduces an individual, idea or concept, what would I mean? 2) If I would ask how a writer illustrates an individual, idea or concept, what would I mean? 3) If I would ask how a writer elaborates upon an individual, idea or concept, what would I mean?</li> <li>2. Use a cooperative learning structure called <i>Four Corners Sharing</i> to share responses with your peers.</li> <li>3. In this lesson, you will learn how details, examples and other types of evidence used by writers help them get their ideas across to different kinds of consumers such as readers, viewers and listeners.</li> <li>4. Use <a href="#"><u>The Reference Sheet: Introduce, Illustrate, and Elaborate</u></a> to learn what is meant when a writer introduces, illustrates, and elaborates on characters, ideas and concepts. Discuss the examples on the sheet with your peers and teacher.</li> <li>5. Use a childhood fairy tale or an article obtained from the internet to learn how a main character, idea, or concept is introduced, illustrated, and elaborated upon.</li> <li>6. Read an article obtained from the internet called <i>8 Ways to Inspire Others</i> located on the website: <a href="http://www.marcandangel.com/2009/02/18/8-ways-to-inspire-others/"><u>http://www.marcandangel.com/2009/02/18/8-ways-to-inspire-others/</u></a> Answer three questions about the article 1) How is the idea that everyone has the potential to become an inspirational person introduced to readers? 2) How does the author go about illustrating how people might become inspirational? 3) How is the idea that all people have the ability to become an inspirational person elaborated upon by the author?</li> <li>7. Use a cooperative learning structure called <a href="#"><u>Inner/Outer Circle</u></a> to share responses with your peers and discuss the article.</li> <li>8. Take the <a href="#"><u>Analyzing Text for Ideas and Concepts Formative Assessment</u></a>.</li> </ol>
Obj. #	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
2	<p><b>Lesson 6: <u>Determine How a Section Impacts the Text:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Pre-Testing for Prior Knowledge:</b> To ensure students have knowledge of text structure as addressed in grades 4 and 5 Common Core ELA Standards (chronology, comparison, cause/effect, problem/solution), do an informal probe by asking students to explain the structures of various pieces of informational text. If it is determined, students lack prior knowledge, do a short lesson about text structure using information from the website</li> </ol>

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

	<p><a href="http://www.austinschools.org/curriculum/la/resources/documents/instResources/LA_res TxtStruc ORS Module.pdf">http://www.austinschools.org/curriculum/la/resources/documents/instResources/LA_res TxtStruc ORS Module.pdf</a></p> <p>2. <b>Activate Prior Knowledge:</b> Ask the following three questions and have students think about answers and jot down ideas. 1) What impact might one sentence have on a paragraph? 2) What impact might one paragraph have on a story or article? 3) What impact might one chapter or section have on a book?</p> <p>3. <b>Cooperative Learning:</b> Use a cooperative learning structure called <i>Give One and Get One</i> <a href="http://www.phschool.com/eteach/language_arts/2001_11/essay.html">http://www.phschool.com/eteach/language_arts/2001_11/essay.html</a> for students to share responses.</p> <p>4. <b>Assessment for Learning:</b> Give the objective of lesson in student friendly language. "In this lesson, you will learn the process for determining how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to or impacts the text."</p> <p>5. <b>Direct Teaching:</b> Use <a href="#">Teaching Students to Analyze Informational Text</a> to teach students the processes specified in the objective.</p> <p>6. <b>Modeling:</b> Use short informational articles about bravery or courage from internet resources to model how to use the processes described in Step 4.</p> <p>7. <b>Independent Practice:</b> Ask students to read a short informational text article called <i>Birds in Battle</i> that describes the courage shown by carrier pigeons during World War I and II. <a href="http://www.short-story-time.com/birds-in-battle.html">http://www.short-story-time.com/birds-in-battle.html</a>. Students will work individually to answer the following questions. 1) What is the structure of the text? 2) How does the first paragraph fit into the overall text structure? What is the purpose of the first paragraph? 3) What is the purpose of the two paragraphs under the sub-title THE PEG-LEG HERO? 4) Why do you think the author might have included the last section of the text called WHICH WAY TO THE COOP? 5) How does the author use sub-titles? 6) How does the author bring humor into the piece?</p> <p>8. <b>Metacognition/Reflection:</b> Ask students to reflect in their journals. "The most challenging part in learning to analyze text is....because....."</p> <p>9. <b>Using Technology:</b> Ask students to post their answers on the classroom Wiki or Blog and comment on two other responses.</p> <p>10. <b>Formative Assessment:</b> Use the independent practice (in Step 7) as the formative assessment.</p>
Obj. #	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

2	<p><b>Lesson 6: <u>Determine How a Section Impacts the Text:</u></b></p> <ol style="list-style-type: none"><li>1. Answer three questions. 1) What impact might one sentence have on a paragraph? 2) What impact might one paragraph have on a story or article? 3) What impact might one chapter or section have on a book?</li><li>2. Use a cooperative learning structure called <i>Give One and Get One</i> to share responses with your peers.</li><li>3. In this lesson, you will learn the process for determining how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to or impacts the text.</li><li>4. Listen carefully to a lecture and watch a teacher demonstration to learn the processes specified in the lesson’s objective.</li><li>5. Read a short informational text article called <i>Birds in Battle</i> that describes the courage shown by carrier pigeons during World War I and II. <a href="http://www.short-story-time.com/birds-in-battle.html">http://www.short-story-time.com/birds-in-battle.html</a>. Work independently to answer the following questions. 1) What is the structure of the text? 2) How does the first paragraph fit into the overall text structure? What is the purpose of the first paragraph? 3) What is the purpose of the two paragraphs under the sub-title THE PEG-LEG HERO? 4) Why do you think the author might have included the last section of the text called WHICH WAY TO THE COOP? 5) How does the author use sub-titles? 6) How does the author bring humor into the piece?</li><li>6. Reflect in your journal. “The most challenging part in learning to analyze text is....because.....”</li><li>7. Post your reflection on the classroom Wiki or Blog and comment on two other responses.</li></ol>
Obj. #	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

<p>3</p>	<p><b>Lesson 7: <u>Evaluating Text for Claims and Arguments:</u></b></p> <p>1. <b>Activate Prior Knowledge:</b> Ask student to think about the two statements and describe what is meant by each one. 1) Writers often make claims. 2) Claims can be supported or unsupported.</p> <p>2. <b>Cooperative Learning:</b> Use a cooperative learning structure called <i>Timed/Pair/Square</i> <a href="http://www.horseheadsdistrict.com/ir/kagan/s51.htm">http://www.horseheadsdistrict.com/ir/kagan/s51.htm</a> for students to share responses.</p> <p>3. <b>Assessment for Learning:</b> Give the objective of lesson in student friendly language. "In this lesson, you will learn how to evaluate pieces of text to look for claims and arguments and to determine whether or not claims that are supported by evidence."</p> <p>4. <b>Direct Teaching:</b> Use <a href="#">Teach Students About Claims and Arguments</a> to teach students the processes specified in the objective.</p> <p>6. <b>Modeling:</b> Locate and use an informational text about courage or bravery to model for students how to use <a href="#">Claim/Argument Graphic Organizer</a> to identify claims and arguments, how to follow claims and arguments and how to distinguish between claims that are supported by evidence from those that are not.</p> <p>7. <b>Independent Practice:</b> Ask students to work in pairs to analyze a short informational text called <i>Two Brave Soldiers. Two Stories of Courage. Two Medals of Honor</i> <a href="http://theskanner.com/article/Two-Brave-Soldiers-Two-Stories-of-Courage-Two-Medals-of-Honor">http://theskanner.com/article/Two-Brave-Soldiers-Two-Stories-of-Courage-Two-Medals-of-Honor</a> to complete the <a href="#">Claim/Argument Graphic Organizer</a>. Students will identify claims, arguments and evidence that support the claims, and determine whether or not claims are substantiated.</p> <p>8. <b>Administer the <u>Evaluating Text for Claims and Arguments Formative Assessment:</u></b> Students will work in pairs to analyze a short informational text called <i>Land of the Brave</i> <a href="http://www.people.com/people/archive/article/0,,20146000,00.html">http://www.people.com/people/archive/article/0,,20146000,00.html</a> to complete the <a href="#">Claim/Argument Graphic Organizer</a>. Students will identify claims, arguments and evidence that support the claims, and determine whether or not claims are substantiated.</p>
<p>Obj. #</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p>

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

3	<p><b><u>Lesson 7: Evaluating Text for Claims and Arguments:</u></b></p> <ol style="list-style-type: none"><li>1. Think about the two statements and explain what is meant by each one. 1) Writers often make claims. 2) Claims can be supported or unsupported.</li><li>2. Use a cooperative learning structure called <i>Timed/Pair/Square</i> to share responses with your peers.</li><li>3. In this lesson, you will learn how to evaluate pieces of text to look for claims and arguments and to determine whether or not claims that are supported by evidence.</li><li>4. Listen to a short lecture and watch the teacher demonstrate how to use <a href="#">Claim/Argument Graphic Organizer</a> to identify claims and arguments, how to follow claims and arguments and how to distinguish between claims that are supported by evidence from those that are not.</li><li>5. Work with another person to analyze a short informational text called <i>Two Brave Soldiers. Two Stories of Courage. Two Medals of Honor</i> to complete the <a href="#">Claim/Argument Graphic Organizer</a>. Identify claims, arguments and evidence that support the claims, and determine whether or not claims are substantiated. Link for Article: <a href="http://theskanner.com/article/Two-Brave-Soldiers-Two-Stories-of-Courage-Two-Medals-of-Honor">http://theskanner.com/article/Two-Brave-Soldiers-Two-Stories-of-Courage-Two-Medals-of-Honor</a>.</li><li>6. Work with a partner to take the <a href="#">Evaluating Text for Claims and Arguments Formative Assessment</a>.</li></ol>
Obj. #	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
7	<p><b><u>Lesson 8: Writing Informative/Explanatory Papers/Texts:</u></b></p> <ol style="list-style-type: none"><li>1. <b>Assessment for Learning:</b> Use student friendly language to explain the objective and purpose of the lesson. “The purpose of the lesson is to teach you how to write quality informative/explanatory papers.”</li><li>2. <b>Activate Prior Knowledge:</b> Ask students to think about a set of instructions or paper that they have recently had to read to learn to do something or learn how to use something. Have students write down answers to the two questions. What did the text/paper look like? What were the characteristics or component pieces of the text/paper?</li><li>3. <b>Cooperative Learning:</b> Ask students to share responses using a <i>Four Corners Sharing</i> <a href="http://www.woodrow.org/teachers/bi/1998/presentations/fortenberry/">http://www.woodrow.org/teachers/bi/1998/presentations/fortenberry/</a> cooperative learning structure.</li><li>4. <b>Exemplar Papers:</b> Ask students to work in small groups to look at and discuss three exemplar informative and explanatory papers of three to six paragraphs in length. (See pages 42-51 in Appendix C: ELA Common Core Standards.) Ask students to generate a listing of the “common” characteristics they see in the papers. Tell students they may want to include a characteristic or two from the ideas generated in Steps 2 and 3. Use chart paper or the Smart Board to collate results.</li></ol>

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

	<p>5. <b>Standard Level of Performance:</b> Use the <a href="#">Teacher’s Writing Scoring Guide for Informative/Explanatory</a> to discuss scoring criteria for informative/explanatory texts with students. The teacher will guide students through the process of combining ideas from the teacher’s scoring guide and ideas from the students’ list of ideas (from Step 4) to create one overall scoring guide called: <a href="#">Student/Teacher Writing Scoring Guide</a>.</p> <p>6. <b>Guided Practice:</b> Ask students use the <a href="#">Student/Teacher Writing Scoring Guide</a> generated in Step 5 to score the papers from Step 4. Discuss results with student groups.</p> <p>7. <b>Writing Practice:</b> Ask students to work with one other person to respond to the writing prompt to write an informative/explanatory paper. Writing Prompt: “It takes courage to stand up for one’s beliefs. There are times when many people do not agree with your beliefs. Write a paper that explains the reasons why it is important to be true to yourself and stand up for your beliefs.”</p> <p>8. <b>Assessment for Learning:</b> When finished, have the pairs evaluate their papers using the scoring guide created by the teacher and students.</p> <p>9. <b>Peer Edit/Input:</b> Ask pairs to exchange papers and evaluate another pair’s paper and write suggestions for improvement. When finished, return papers for review and revision.</p> <p>10. <b>Metacognition/Reflection:</b> Ask students to journal. “How did working with the teacher to create a scoring guide help you become a better writer?”</p> <p>11. <b>Using Technology to Share Information:</b> Ask students to post their answers on the classroom Wiki or Blog and comment on two other responses.</p> <p>12. <b>Administer the <a href="#">Writing Informative/Explanatory Papers/Texts Formative Assessment</a>:</b> Students will respond to a writing prompt to write an informative/explanatory paper. Prompt: “Last year, the people in Joplin Missouri lost houses, belongings, and loved ones when an F-5 tornado devastated a large section of the city. It takes <b>courage</b> for people to focus on what remains rather than what was lost. Write an informative paper to the people in Joplin, MO that explains the importance of focusing on what remains rather than what was lost.”</p> <p>13. Ask students to include multimedia components (e.g. graphics, images, music, and sound) and to present their papers orally to the class.</p>
Obj. #	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>

7

**Lesson 8: [Writing Informative/Explanatory Papers/Texts:](#)**

1. The purpose of the lesson is to learn how to write quality papers/works to inform or explain.
2. Think about an instructional manual (or set of directions) that you have recently read to learn how to do something or how to use something. Write down answers to these two questions. 1) What did the text look like? 2) What were the characteristics or component pieces of the text?
3. Share responses with your peers using a *Four Corners Sharing* cooperative learning structure.
4. Work in a small group to look at and discuss some informative and explanatory papers and generate a listing of the “common” characteristics that you see in the papers. You may want to include a characteristic or two from the ideas generated earlier. Be ready to share your ideas with the class.
5. Listen as your teacher shares how [he/she may score informative/explanatory papers](#). Work with other students and the teacher to combine ideas from the teacher and the students to create one overall scoring guide called: [Student/Teacher Writing Scoring Guide](#).
6. Use the [Student/Teacher Writing Scoring Guide](#) to score the papers you looked at earlier.
7. Work with one other person to respond to the writing prompt to write an informative/explanatory paper. Writing Prompt: “It takes courage to stand up for one’s beliefs. There are times when many people do not agree with your beliefs. Write a paper that explains the reasons why it is important to be true to yourself and stand up for your beliefs.”
8. When finished, evaluate your pair’s paper using the [Student/Teacher Writing Scoring Guide](#).
9. Exchange papers with another pair. Evaluate the other pair’s paper and write suggestions for improvement. When finished, return papers for review and revision.
10. Journal: How working with the teacher to create a scoring guide help you become a better writer?”
11. Post your reflection on the classroom Wiki or Blog and comment on two other responses.
12. Take the [Writing Informative/Explanatory Papers/Texts Formative Assessment](#).
13. Include multimedia components (e.g. graphics, images, music, or sound) and present your paper orally to the class.

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/ Courage and Bravery

Course Code: ELA

### UNIT RESOURCES: (include internet addresses for linking)

Figurative Language Resources:

<http://www.sturgeon.k12.mo.us/elementary/numphrey/subjectpages/languagearts/figuresofspeech.html>

Text Structure Resources:

<http://www.literacyleader.com/sites/litlead.essdack.org/files/Text%20Structure%20GCHS.ppt.pdf>

<http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/>

Fictional Books and Stories on Courage and Bravery:

<http://www.scholasticforkids.com/>

The Story of the Youth Who Went Forth to Learn What Fear Was

[http://www.onlineaudiostories.com/all\\_stories/the-story-of-the-youth-who-went-forth-to-learn-what-fear-was/](http://www.onlineaudiostories.com/all_stories/the-story-of-the-youth-who-went-forth-to-learn-what-fear-was/)

Digital Resources on Courageous People

<http://pbskids.org/wayback/civilrights/index.html>

Song on Courage: Courage Is...The Strange Familiar

[www.rtbot.net/play.php?id=cXrWRMOE6YA](http://www.rtbot.net/play.php?id=cXrWRMOE6YA)