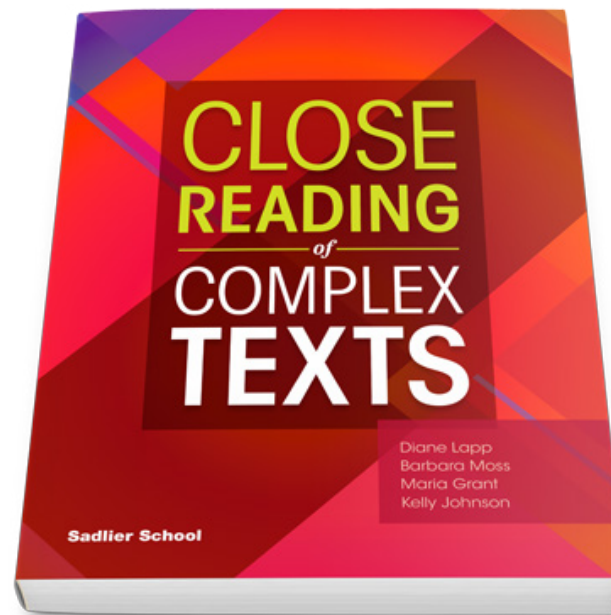


# *Close Reading of Complex Texts*

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 6

Grade 6



Learn more at [www.SadlierSchool.com](http://www.SadlierSchool.com)

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

### Getting Started with Close Reading

<p><b>Reading Closely—pp. 6–7</b> Reading multiple times and with purpose adds meaning to what you read.</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><b>Annotating a Text—pp. 8–9</b> Marking and making notes about a text helps you analyze, discuss, and write about it.</p>	<p><b>6LA.C.27</b> 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</p>	<p><b>ELAGSE6W8</b> 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.</p>
<p><b>Self-Monitoring Strategies—p. 10</b> Clarify meaning of a text by keeping track of what you don't know.</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><b>Summarizing—p. 11</b> What you leave out of a summary is just as important as what you include.</p>	<p><b>6LA.B.11</b> 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</p>	<p><b>ELAGSE6RI2</b> 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.</p>
<p><b>Reading a Visual Text—p. 12</b> Just like written texts, images can be read, reread, and analyzed.</p>	<p><b>6LA.B.16</b> 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 <b>6LA.D.31</b> 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</p>	<p><b>ELAGSE6RI7</b> 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. <b>ELAGSE6SL2</b> 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.</p>

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

### Unit 1 Focus Question: How can we better prepare for earthquakes?

<p>VISUAL TEXT <b>Photograph: Disabled Teen Girl Bike Racing—p. 15</b> Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b> 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 <b>6LA.D.31</b> 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</p>	<p><b>ELAGSE6RI7</b> 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. <b>ELAGSE6SL2</b> 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.</p>
---	---	---

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<p><b>Unit 1 Focus Question: How can we better prepare for earthquakes?</b></p>		
<p>TEXT 1 Biography: A Brief Biography of Thomas Edison— pp. 15–17</p>		
<p>1st Read (what is the text about)—TE p. 15 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>2nd Read (text structure/use of language)— TE p. 16 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>6LA.B.14</b> 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</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>ELAGSE6RI5</b> 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.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>3rd Read (make inferences about the text)— TE p. 17 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Think Aloud • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> 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.</p> <p><b>ELAGSE6L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 18–19 Summary Chart • Collaborate • Reflect</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.11</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI2</b> 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.</p>
<p>RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 20</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 1 Focus Question: How can we better prepare for earthquakes?**

TEXT 2 Travel Narrative: Sailing Alone Around the World— pp. 21–23		
1st Read (what is the text about)—TE p. 21 Set a Purpose • Text-Dependent Questions • Partner Talk	<b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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	<b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE6SL1</b> 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.
2nd Read (author's use of language)—TE p. 22 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Think Aloud • Partner Talk	<b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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 <b>6LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings	<b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>ELAGSE6SL1</b> 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. <b>ELAGSE6L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3rd Read (analyze the author's message)—TE p. 23 Set a Purpose • Text-Dependent Questions • Partner Talk	<b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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	<b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <b>ELAGSE6SL1</b> 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.
RETURN TO THE TEXT • Comprehension Check—p. 24	<b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Poem: The Things That Haven't Been Done Before—pp. 25–26		
1st Read (what is the text about)—TE p. 25 Set a Purpose • Text-Dependent Questions • Partner Talk	<b>6LA.A.1</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  <i>continued</i>	<b>ELAGSE6RL1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>continued</i>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 1 Focus Question: How can we better prepare for earthquakes?**

	<p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6SL1</b> 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.</p>
<p>2nd Read (text structure/author's use of language)—TE p. 26 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.A.4</b> determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p><b>6LA.A.5</b> analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RL4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>ELAGSE6RL5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>3rd Read (understand the author's argument)—TE p. 26 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 27</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> <li>Return to the Focus Question—p. 28</li> </ul> <p>CONNECT TEXTS • REFLECT</p>	<p><b>6LA.B.18</b> compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p>	<p><b>ELAGSE6RI9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>WRITE</p> <ul style="list-style-type: none"> <li>Write About the Focus Question—p. 29</li> </ul> <p>USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
	<i>continued</i>	<i>continued</i>

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 1 Focus Question: How can we better prepare for earthquakes?**

	<p><b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> <li>Focus Question: Writing Rubric—p. 30</li> </ul>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 2 Focus Question: What are the benefits of perseverance?**

<p>VISUAL TEXT</p> <p>Photograph: Opening Ceremonies—p. 33 Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b> 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</p> <p><b>6LA.D.31</b> 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</p>	<p><b>ELAGSE6RI7</b> 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.</p> <p><b>ELAGSE6SL2</b> 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.</p>
<p>TEXT 1</p> <p>Narrative Nonfiction: The Olympic Games at Athens—pp. 33–35</p>		
<p>1st Read (what is the text about)—TE p. 33 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.39</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> 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.</p> <p><b>ELAGSE6L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<p><b>Unit 2 Focus Question: What are the benefits of perseverance?</b></p>		
<p>2nd Read (text structure)—TE p. 34 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.14</b> 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</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI5</b> 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.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>3rd Read (make inferences about the text)—TE p. 35 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Respond to Reading (summarize the text)—pp. 36–37 Summary Chart • Collaborate • Reflect</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.11</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI2</b> 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.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check (answer questions about the text)—p. 38</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Speech: Celebrating the 75th Anniversary of the 1932 Winter Olympic Games in Lake Placid, New York—pp. 39–41</p>		
<p>1st Read (what is the text about)—TE p. 39 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 2 Focus Question: What are the benefits of perseverance?**

<p>2nd Read (text structure/use of language/ meaning of words)—TE p. 40 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>3rd Read (understand the author's argument)—TE p. 41 Set a Purpose • Text-Dependent Questions Think Aloud • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 42</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Remarks: Secretary-General Welcomes First-Ever Refugee Team Initiative for Raising Awareness of Critical Issues—pp. 43–44</p>		
<p>1st Read (what is the text about)—TE p. 43 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.39</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>



Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<p><b>Unit 2 Focus Question: What are the benefits of perseverance?</b></p>		
<p>2nd Read (author’s use of language)—TE p. 44 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</i></p>
<p>3rd Read (understand themes of the text)—TE p. 44 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>6LA.B.15</b> determine an author’s point of view or purpose in a text and explain how it is conveyed in the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE6RI6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. <b>ELAGSE6SL1</b> 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.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 45</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 46 CONNECT TEXTS • REFLECT</p>	<p><b>6LA.B.18</b> compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p>	<p><b>ELAGSE6RI9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>WRITE • Write About the Focus Question—p. 47 USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content <b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research <b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 48</p>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 3 Focus Question: How does extreme weather affect people?**

<p>VISUAL TEXT  <b>Weather Map: Long-Range Forecast for Spring, 2016—p. 50</b>                  Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b>                  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  <b>6LA.D.31</b>                  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</p>	<p><b>ELAGSE6RI7</b>                  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.  <b>ELAGSE6SL2</b>                  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.</p>
<p>TEXT 1  <b>Explanatory Text: What Are Hurricanes?—pp. 51–53</b></p>		
<p><b>1st Read (what is the text about)—TE p. 51</b>                  Set a Purpose • Text-Dependent Questions • Vocabulary • Partner Talk</p>	<p><b>6LA.B.10</b>                  cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  <b>6LA.D.30</b>                  engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b>                  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>ELAGSE6SL1</b>                  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.</p>
<p><b>2nd Read (text structure)—TE p. 52</b>                  Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.13</b>                  determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings  <b>6LA.B.14</b>                  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  <b>6LA.D.30</b>                  engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI4</b>                  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  <b>ELAGSE6RI5</b>                  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.  <b>ELAGSE6SL1</b>                  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.</p>
<p><b>3rd Read (understand the author's argument)—TE p. 53</b>                  Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.10</b>                  cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  <b>6LA.B.15</b>                  determine an author's point of view or purpose in a text and explain how it is conveyed in the text  <b>6LA.D.30</b>                  engage effectively in a range of collaborative discussions (e.g., 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  <b>6LA.E.39</b>                  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</p>	<p><b>ELAGSE6RI1</b>                  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>ELAGSE6RI6</b>                  Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  <b>ELAGSE6SL1</b>                  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.  <b>ELAGSE6L4</b>                  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 3 Focus Question: How does extreme weather affect people?**

<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Respond to Reading (summarize the text)—pp. 54–55 Summary Chart • Collaborate • Reflect</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.11</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI2</b> 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.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check (answer questions about the text)—p. 56</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Narrative Nonfiction: The Great Galveston Disaster—pp. 57–59</p>		
<p>1st Read (what is the text about)—TE p. 57 Set a Purpose • Text-Dependent Questions • Vocabulary: Meaning from Context • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.39.a</b> use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L4.a</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
<p>2nd Read (author's use of language)—TE p. 58 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>3rd Read (understand the author's argument)—TE p. 59 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<b>Unit 3 Focus Question: How does extreme weather affect people?</b>		
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 60</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3</p> <p>Web Article: The Link Between Climate Change and Extreme Weather—pp. 61–62</p>		
<p>1st Read (what is the text about)—TE p. 61</p> <p>Set a Purpose • Text-Dependent Questions • Vocabulary: Poplular Speech • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>2nd Read (text structure)—TE p. 62</p> <p>Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>3rd Read (understand the author's argument)—TE p. 62</p> <p>Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 63</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> <li>Return to the Focus Question—p. 64</li> </ul> <p>CONNECT TEXTS • REFLECT</p>	<p><b>6LA.B.18</b> compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p>	<p><b>ELAGSE6RI9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 3 Focus Question: How does extreme weather affect people?**

<p>WRITE</p> <ul style="list-style-type: none"> <li>Write About the Focus Question—p. 65 USE EVIDENCE • MONITOR • WRITING CHECKLIST</li> </ul>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> <li>Focus Question: Writing Rubric—p. 66</li> </ul>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 4 Focus Question: What value do archaeological resources have?**

<p>VISUAL TEXT</p> <p>Photograph: Archaeological dig in Greece—p. 68 Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b> 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</p> <p><b>6LA.D.31</b> 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</p>	<p><b>ELAGSE6RI7</b> 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.</p> <p><b>ELAGSE6SL2</b> 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.</p>
<p>TEXT 1</p> <p>Journal Excerpt: Tutankhamun: Anatomy of an Excavation—pp. 69–71</p>		
<p>1st Read (what is the text about)—TE p. 69 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> 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.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 4 Focus Question: What value do archaeological resources have?**

<p>2nd Read (text structure/use of language/ meaning of words)—TE p. 70 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>6LA.B.14</b> 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</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.39</b> 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</p>	<p><b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>ELAGSE6RI5</b> 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.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>3rd Read (understand the author's argument)—TE p. 71 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Respond to Reading (summarize the text)—pp. 72–73 Summary Chart • Collaborate • Reflect</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.11</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI2</b> 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.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check (answer questions about the text)—p. 74</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Argumentative Essay: Protecting Archaeological Resources—pp. 75–77</p>		
<p>1st Read (what is the text about)—TE p. 75 Set a Purpose • Text-Dependent Questions • Vocabulary: Denotation and Connotation • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p style="text-align: center;"><i>continued</i></p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<b>Unit 4 Focus Question: What value do archaeological resources have?</b>		
	<p><b>6LA.E.40.c</b> distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)</p>	<p><b>ELAGSE6L5.c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
<p>2nd Read (text structure/use of language/ meaning of words)—TE p. 76 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>3rd Read (understand the author's argument)—TE p. 77 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 78</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Press Release: Evidence of One of the Oldest Human Occupations—pp. 79–80</p>		
<p>1st Read (what is the text about)—TE p. 79 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (author's use of language)—TE p. 80 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 4 Focus Question: What value do archaeological resources have?**

<p>3rd Read (make inferences about the text)— TE p. 80 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 81</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> <li>Return to the Focus Question—p. 82</li> </ul> <p>CONNECT TEXTS • REFLECT</p>	<p><b>6LA.B.18</b> compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p>	<p><b>ELAGSE6RI9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>WRITE</p> <ul style="list-style-type: none"> <li>Write About the Focus Question—p. 83</li> </ul> <p>USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> <li>Focus Question: Writing Rubric—p. 84</li> </ul>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>



Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 5 Focus Question: How have the rights and roles of women in America changed?**

<p>VISUAL TEXT  <b>Photograph: Cincinnati—Suffragists—p. 86</b>                  Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b>                  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  <b>6LA.D.31</b>                  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</p>	<p><b>ELAGSE6RI7</b>                  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.  <b>ELAGSE6SL2</b>                  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.</p>
<p>TEXT 1  <b>Speech: Discourse on Woman—pp. 87–89</b></p>		
<p><b>1st Read (what is the text about)—TE p. 87</b>                  Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.10</b>                  cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  <b>6LA.D.30</b>                  engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b>                  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>ELAGSE6SL1</b>                  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.</p>
<p><b>2nd Read (text structure/use of language)—TE p. 88</b>                  Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.13</b>                  determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings  <b>6LA.B.14</b>                  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  <b>6LA.D.30</b>                  engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI4</b>                  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  <b>ELAGSE6RI5</b>                  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.  <b>ELAGSE6SL1</b>                  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p><b>3rd Read (understand the author's argument)—TE p. 89</b>                  Set a Purpose • Text-Dependent Questions • Vocabulary: Colloquialisms • Partner Talk</p>	<p><b>6LA.B.15</b>                  determine an author's point of view or purpose in a text and explain how it is conveyed in the text  <b>6LA.D.30</b>                  engage effectively in a range of collaborative discussions (e.g., 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  <b>6LA.E.40.a</b>                  interpret figures of speech (e.g., personification) in context</p>	<p><b>ELAGSE6RI6</b>                  Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  <b>ELAGSE6SL1</b>                  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i>  <b>ELAGSE6L5.a</b>                  Interpret figures of speech (e.g., personification) in context.</p>
<p>RETURN TO THE TEXT                  • <b>Respond to Reading (summarize the text)—pp. 90–91</b>                  Summary Chart • Collaborate • Reflect</p>	<p><b>6LA.B.10</b>                  cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  <b>6LA.B.11</b>                  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</p>	<p><b>ELAGSE6RI1</b>                  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>ELAGSE6RI2</b>                  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.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 5 Focus Question: How have the rights and roles of women in America changed?**

<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check (answer questions about the text)—p. 92</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Profile: She Was a Computer When Computers Wore Skirts—pp. 93–95</p>		
<p>1st Read (what is the text about)—TE p. 93 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (text structure)—TE p. 94 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk</p>	<p><b>6LA.B.14</b> 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</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p><b>ELAGSE6RI5</b> 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.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>3rd Read (analyze theme of the text)—TE p. 95 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.39</b> 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 96</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 5 Focus Question: How have the rights and roles of women in America changed?**

TEXT 3 Speech: Ain't I A Woman?—pp. 97-98		
1st Read (what is the text about)—TE p. 97 Set a Purpose • Text-Dependent Questions • Vocabulary: Idioms • Partner Talk	<b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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	<b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i>
2nd Read (word choices)—TE p. 98 Set a Purpose • Text-Dependent Questions • Partner Talk	<b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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	<b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i>
3rd Read (understand the author's argument)—TE p. 98 Set a Purpose • Text-Dependent Questions • Partner Talk	<b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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	<b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i>
RETURN TO THE TEXT • Comprehension Check—p. 99	<b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 100 CONNECT TEXTS • REFLECT	<b>6LA.B.18</b> compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)	<b>ELAGSE6RI9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 5 Focus Question: How have the rights and roles of women in America changed?**

<p>WRITE</p> <ul style="list-style-type: none"> <li>Write About the Focus Question—p. 101 USE EVIDENCE • MONITOR • WRITING CHECKLIST</li> </ul>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> <li>Focus Question: Writing Rubric—p. 102</li> </ul>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 6 Focus Question: Why do people explore space?**

<p>VISUAL TEXT</p> <p>Photograph: Man Stargazing in Desert—p. 104 Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b> 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</p> <p><b>6LA.D.31</b> 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</p>	<p><b>ELAGSE6RI7</b> 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.</p> <p><b>ELAGSE6SL2</b> 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.</p>
<p>TEXT 1</p> <p>Explanatory Text: Why We Explore—pp. 105–107</p>		
<p>1st Read (what is the text about)—TE p. 105 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> 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.</p>

**Unit 6 Focus Question: Why do people explore space?**

<p>2nd Read (text structure)—TE p. 106 Set a Purpose • Text-Dependent Questions • Think Aloud • Vocabulary: Word Parts • Partner Talk</p>	<p><b>6LA.B.14</b> 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</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI5</b> 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.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (make inferences about the text)—TE p. 107 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Respond to Reading (summarize the text)—pp. 108–109 Summary Chart • Collaborate • Reflect</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.11</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI2</b> 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.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check (answer questions about the text)—p. 110</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Science Fiction Novel: The First Men in the Moon—pp. 111–113</p>		
<p>1st Read (what is the text about)—TE p. 111 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.A.1</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 6 Focus Question: Why do people explore space?**

<p>2nd Read (word choices)—TE p. 112 Set a Purpose • Text-Dependent Questions • Think Aloud • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.A.4</b> determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p><b>6LA.E.39</b> 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</p>	<p><b>ELAGSE6RL4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>ELAGSE6L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>3rd Read (understand the author's argument)—TE p. 113 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 114</li> </ul>	<p><b>6LA.A.1</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RL1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Blog Post: The Apollo 11 Mission: 45 Years Later—pp. 115–116</p>		
<p>1st Read (what is the text about)—TE p. 115 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (text structure)—TE p. 116 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understand the author's argument)—TE p. 116 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 6 Focus Question: Why do people explore space?**

<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 117</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> <li>Return to the Focus Question—p. 118 CONNECT TEXTS • REFLECT</li> </ul>	<p><b>6LA.B.18</b> compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p>	<p><b>ELAGSE6RI9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>WRITE</p> <ul style="list-style-type: none"> <li>Write About the Focus Question—p. 119 USE EVIDENCE • MONITOR • WRITING CHECKLIST</li> </ul>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> <li>Focus Question: Writing Rubric—p. 120</li> </ul>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 7 Focus Question: Why did the environmental protection movement develop?**

<p>VISUAL TEXT</p> <p>Photograph: Northwest Clear-Cut—p. 122 Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b> 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</p> <p><b>6LA.D.31</b> 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</p>	<p><b>ELAGSE6RI7</b> 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.</p> <p><b>ELAGSE6SL2</b> 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.</p>
---	--	--

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<p><b>Unit 7 Focus Question: Why did the environmental protection movement develop?</b></p>		
<p>TEXT 1 Speech: The Evolution of the Conservation Movement—pp. 123-125</p>		
<p>1st Read (what is the text about)—TE p. 123 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>2nd Read (text structure/use of language)—TE p. 124 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>6LA.B.14</b> 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</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>ELAGSE6RI5</b> 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.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>3rd Read (make inferences about the text)—TE p. 125 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.39</b> 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p> <p><b>ELAGSE6L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Respond to Reading (summarize the text)—pp. 126-127 Summary Chart • Collaborate • Reflect</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.11</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI2</b> 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.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check (answer questions about the text)—p. 128</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>



Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<b>Unit 7 Focus Question: Why did the environmental protection movement develop?</b>		
<p>TEXT 2 Essay: American Forests—pp. 129–131</p>		
<p>1st Read (what is the text about)—TE p. 129 Set a Purpose • Text-Dependent Questions • Vocabulary: Words in Context • Think Aloud • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (author's use of language)—TE p. 130 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>3rd Read (understand the author's argument)—TE p. 131 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 132</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Declaration: World Charter for Nature—pp. 133–134</p>		
<p>1st Read (what is the text about)—TE p. 133 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<b>Unit 7 Focus Question: Why did the environmental protection movement develop?</b>		
<p>2nd Read (text structure/use of language)— TE p. 134 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>6LA.B.14</b> 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</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>ELAGSE6RI5</b> 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.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>3rd Read (make inferences about the text)— TE p. 134 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 135</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> <li>Return to the Focus Question—p. 136</li> </ul> <p>CONNECT TEXTS • REFLECT</p>	<p><b>6LA.B.18</b> compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p>	<p><b>ELAGSE6RI9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>WRITE</p> <ul style="list-style-type: none"> <li>Write About the Focus Question—p. 137</li> </ul> <p>USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> <li>Focus Question: Writing Rubric—p. 138</li> </ul>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 8 Focus Question: Why is it important to have and protect a national symbol?**

<p>VISUAL TEXT  <b>Photograph: The Great Seal of the United States of America—p. 140</b>                      Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b>                      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</p> <p><b>6LA.D.31</b>                      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</p>	<p><b>ELAGSE6RI7</b>                      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.</p> <p><b>ELAGSE6SL2</b>                      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.</p>
<p>TEXT 1  <b>Fact Sheet: The Bald Eagle—pp. 141-143</b></p>		
<p><b>1st Read (what is the text about)—TE p. 141</b>                      Set a Purpose • Text-Dependent Questions • Think Aloud • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.10</b>                      cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b>                      engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b>                      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b>                      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.</p>
<p><b>2nd Read (text structure/use of language)—TE p. 142</b>                      Set a Purpose • Text-Dependent Questions • Vocabulary: Denotation and Connotation • Partner Talk</p>	<p><b>6LA.B.13</b>                      determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>6LA.B.14</b>                      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</p> <p><b>6LA.D.30</b>                      engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.40.c</b>                      distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty)</p>	<p><b>ELAGSE6RI4</b>                      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>ELAGSE6RI5</b>                      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.</p> <p><b>ELAGSE6SL1</b>                      Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE6L5.c</b>                      Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>
<p><b>3rd Read (make inferences about the text)—TE p. 143</b>                      Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b>                      determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b>                      engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b>                      Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b>                      Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT                      • <b>Respond to Reading (summarize the text)—pp. 144-145</b>                      Summary Chart • Collaborate • Reflect</p>	<p><b>6LA.B.11</b>                      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</p>	<p><b>ELAGSE6RI2</b>                      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.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 8 Focus Question: Why is it important to have and protect a national symbol?**

<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check (answer questions about the text)—p. 146</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Explanatory Text: Symbols of the United States—pp. 147-149</p>		
<p>1st Read (what is the text about)—TE p. 147 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>2nd Read (text structure/use of language)—TE p. 148 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>3rd Read (make inferences about the text)—TE p. 149 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 150</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Web Article: Bald Eagles Rescued—pp. 151-152</p>		
<p>1st Read (what is the text about)—TE p. 151 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<p><b>Unit 8 Focus Question: Why is it important to have and protect a national symbol?</b></p>		
<p>2nd Read (author’s use of language)—TE p. 152 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</i></p>
<p>3rd Read (make inferences about the text)—TE p. 152 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author’s point of view or purpose in a text and explain how it is conveyed in the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</i></p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 153</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 154 CONNECT TEXTS • REFLECT</p>	<p><b>6LA.B.18</b> compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p>	<p><b>ELAGSE6RI9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>WRITE • Write About the Focus Question—p. 155 USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content <b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research <b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 156</p>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<p><b>Unit 9 Focus Question: How can music be a form of self expression?</b></p>		
<p>VISUAL TEXT  <b>Photograph: Brass Band—p. 158</b>                      Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b>                      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  <b>6LA.D.31</b>                      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</p>	<p><b>ELAGSE6RI7</b>                      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.  <b>ELAGSE6SL2</b>                      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.</p>
<p>TEXT 1  <b>Web Article: Hip-Hop Music—An Outlet for Self-Expression—pp. 159–161</b></p>		
<p><b>1st Read (what is the text about)—TE p. 159</b>                      Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.10</b>                      cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  <b>6LA.D.30</b>                      engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b>                      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>ELAGSE6SL1</b>                      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.</p>
<p><b>2nd Read (text structure)—TE p. 160</b>                      Set a Purpose • Text-Dependent Questions • Vocabulary: Denotation and Connotation • Partner Talk</p>	<p><b>6LA.B.14</b>                      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  <b>6LA.D.30</b>                      engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI5</b>                      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.  <b>ELAGSE6SL1</b>                      Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p><b>3rd Read (understand the author's argument)—TE p. 161</b>                      Set a Purpose • Text-Dependent Questions • Vocabulary: Denotation and Connotation • Partner Talk</p>	<p><b>6LA.B.15</b>                      determine an author's point of view or purpose in a text and explain how it is conveyed in the text  <b>6LA.D.30</b>                      engage effectively in a range of collaborative discussions (e.g., 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  <b>6LA.E.40.c</b>                      distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwise, thrifty)</p>	<p><b>ELAGSE6RI6</b>                      Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  <b>ELAGSE6SL1</b>                      Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i>  <b>ELAGSE6L5.c</b>                      Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwise, thrifty).</p>
<p>RETURN TO THE TEXT                      • <b>Respond to Reading (summarize the text)—pp. 162–163</b>                      Summary Chart • Collaborate • Reflect</p>	<p><b>6LA.B.10</b>                      cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  <b>6LA.B.11</b>                      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</p>	<p><b>ELAGSE6RI1</b>                      Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>ELAGSE6RI2</b>                      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.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<p><b>Unit 9 Focus Question: How can music be a form of self expression?</b></p>		
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check (answer questions about the text)—p. 164</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Web Article: Music Inspired Courage During Civil Rights Era—pp. 165-167</p>		
<p>1st Read (what is the text about)—TE p. 165 Set a Purpose • Text-Dependent Questions • Vocabulary: Related Words • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>2nd Read (text structure)—TE p. 166 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.14</b> 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 <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI5</b> 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. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>3rd Read (understand the author's argument)—TE p. 167 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 168</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
<b>Unit 9 Focus Question: How can music be a form of self expression?</b>		
<p>TEXT 3 Blog: Remembering Mahalia Jackson—pp. 169–170</p>		
<p>1st Read (what is the text about)—TE p. 169 Set a Purpose • Text-Dependent Questions • Vocabulary: Denotations and Connotations • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>2nd Read (author's use of language)—TE p. 170 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>3rd Read (understand the author's argument)—TE p. 170 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check—p. 171</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> <li>Return to the Focus Question—p. 172</li> </ul> <p>CONNECT TEXTS • REFLECT</p>	<p><b>6LA.B.18</b> compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p>	<p><b>ELAGSE6RI9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>WRITE</p> <ul style="list-style-type: none"> <li>Write About the Focus Question—p. 173</li> </ul> <p>USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="text-align: right;"><i>continued</i></p>



<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 9 Focus Question: How can music be a form of self expression?**

	<p><b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> <li>Focus Question: Writing Rubric—p. 174</li> </ul>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>

<i>Close Reading of Complex Texts</i> Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
---	---	--

**Unit 10 Focus Question: What was life like for the poor in New York City over 100 years ago?**

<p>VISUAL TEXT</p> <p>Wood Engraving: Homes of the Poor—p. 176 Set a Purpose • Visual Text Analysis</p>	<p><b>6LA.B.16</b> 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</p> <p><b>6LA.D.31</b> 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</p>	<p><b>ELAGSE6RI7</b> 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.</p> <p><b>ELAGSE6SL2</b> 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.</p>
<p>TEXT 1</p> <p>Narrative Nonfiction: How the Other Half Lives—pp. 177–179</p>		
<p>1st Read (what is the text about)—TE p. 177 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>2nd Read (author’s use of language/meaning of words)—TE p. 178 Set a Purpose • Text-Dependent Questions • Think Aloud • Vocabulary: Figurative Language • Partner Talk</p>	<p><b>6LA.B.13</b> determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.40</b> demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p><b>ELAGSE6RI4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>ELAGSE6SL1</b> 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.</p> <p><b>ELAGSE6L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 10 Focus Question: What was life like for the poor in New York City over 100 years ago?**

<p>3rd Read (understand the author’s argument)—TE p. 179 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> 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.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Respond to Reading (summarize the text)—pp. 180–181 Summary Chart • Collaborate • Reflect</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.B.11</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6RI2</b> 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.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> <li>Comprehension Check (answer questions about the text)—p. 182</li> </ul>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Newspaper Article: Nellie Bly Among the Starving—pp. 183–185</p>		
<p>1st Read (what is the text about)—TE p. 183 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>6LA.E.39</b> 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</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>ELAGSE6L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>2nd Read (text structure)—TE p. 184 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p><b>6LA.B.14</b> 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</p> <p><b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI5</b> 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.</p> <p><b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>

Close Reading of Complex Texts Grade 6	Gwinnett Co. AKS: 6 <sup>th</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 6
--	---	--

**Unit 10 Focus Question: What was life like for the poor in New York City over 100 years ago?**

<p>3rd Read (understand the author’s message)—TE p. 185 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author’s point of view or purpose in a text and explain how it is conveyed in the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</i></p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 186</p>	<p><b>6LA.B.10</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RI1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Poem: When Dawn Comes to the City—pp. 187–188</p>		
<p>1st Read (what is the text about)—TE p. 187 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk</p>	<p><b>6LA.A.1</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RL1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>ELAGSE6SL1</b> 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.</p>
<p>2nd Read (text structure)—TE p. 188 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.A.5</b> analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RL5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. <b>ELAGSE6SL1</b> 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.</p>
<p>3rd Read (understanding meaning of text)—TE p. 188 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p><b>6LA.B.15</b> determine an author’s point of view or purpose in a text and explain how it is conveyed in the text <b>6LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE6RI6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. <b>ELAGSE6SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</i></p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 189</p>	<p><b>6LA.A.1</b> cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p><b>ELAGSE6RL1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 190 CONNECT TEXTS • REFLECT</p>	<p><b>6LA.B.18</b> compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p>	<p><b>ELAGSE6RI9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>

*Close Reading of Complex Texts* Grade 6

Gwinnett Co. AKS: 6<sup>th</sup> Grade Language Arts

Georgia Standards of Excellence: ELA Grade 6

**Unit 10 Focus Question: What was life like for the poor in New York City over 100 years ago?**

<p>WRITE</p> <ul style="list-style-type: none"> <li>• <b>Write About the Focus Question—p. 191</b> USE EVIDENCE • MONITOR • WRITING CHECKLIST</li> </ul>	<p><b>6LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>6LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>6LA.C.28</b> draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>6LA.C.29</b> write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p><b>ELAGSE6W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE6W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE6W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE6W10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> <li>• <b>Focus Question: Writing Rubric—p. 192</b></li> </ul>	<p><b>6LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach</p>	<p><b>ELAGSE6W5</b> 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.)</p>