

New York State Common Core

English Language Arts Curriculum



GRADE 6 Module 2A Unit 3

Student Workbook

A. Reading for Gist

1. Pair up within your teams (If there is an odd number of people in your team, you can either work in threes or someone can work on his or her own.)
2. In your pair, browse all of the texts in your folder; skim the titles and get a sense of what each text is mostly about.
3. Individually, choose one text to read more thoroughly based on which you think is most likely to help you answer your research question.
4. On your own, read the text you chose.
5. Annotate the text for the gist one paragraph at a time.
6. Record the text title, author, and source in the left column of your Researcher's Notebook.

B. Rereading for Details Relevant to Your Research Question

1. Be sure you have two different colored pencils (or highlighters).
2. Underline with a colored pencil/highlight details relevant to your research question.
3. Record the details relevant to your research question in bullet points in the right column of your Researcher's Notebook.
4. Summarize the text on your Researcher's Notebook.

Student 1: My rule to live by is that school should come first.

Student 2: I agree that school is important, but have you considered that there are other things in life that are just as important, like family? Can you tell me more about why this rule is important to you?

Student 1: I agree that family are also very important because they are always there for you when you need help, but if we put school first, we will be successful in the future and will be able to look after our families better financially. My mom works so hard and is often very tired. I would like to be successful enough for her not to have to work anymore.

Student 3: I hear what you are saying and I respect your opinion, but I disagree because I love my family way more than I will ever love school. They love me and look after me in a way that school never will. I think it is important to work hard at school to be successful, but I think that family should come first. I wonder if something in your life led you to make that decision.

Student 1: I understand what you are saying, but my dad has always told me to put school first above everything else. He didn't work hard at school and, as a result, he didn't do very well and doesn't have a very good job. He works hard, but doesn't earn much money. I want to make him proud.

Student 3: Yes, that makes sense. I can see why you would want to make your dad proud.

- You have to trust in something—your gut, destiny, life, karma, whatever.
- Sometimes life hits you in the head with a brick. Don't lose faith
- You've got to find what you love.
- Your time is limited, so don't waste it living someone else's life.
- Don't be trapped by dogma—which is living with the results of other people's thinking.
- Don't let the noise of others' opinions drown out your own inner voice.
- Have the courage to follow your heart and intuition.

Name:

Date:

What have you learned about your research question so far?

What more do you need to find out about your topic?

Student Name and Date:	Criteria	
	Paraphrases ideas and questions	
	Asks clarifying questions	
	Asks probing questions	
Notes/Comments	Clearly explains own ideas	
	Responds to questions with details	
	Seeks out different peer perspectives and backgrounds	
	Acknowledges different peer perspectives and backgrounds	
	Respectfully compares own perspective with someone else's	

Student Name and Date:	Criteria	
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	Acknowledges different peer perspectives and backgrounds	
	Respectfully compares own perspective with someone else's	

For Part 1 of the Mid-Unit 3 Assessment, you will participate in a discussion on the question: "Should our "Rules to Live by" Be Personal Choice or Made Into a Law?"

You will have two opportunities to participate in this discussion: one in this lesson and one in the next lesson.

Name:		Date:	
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Speaking and Listening Criteria

- Paraphrases ideas and questions
- Asks clarifying questions
- Asks probing questions
- Clearly explains own ideas
- Responds to questions with details
- Seeks out different peer perspectives and backgrounds
- Acknowledges different peer perspectives and backgrounds
- Respectfully compares own perspective with someone else's

Round 1: List two stars and two steps based on the criteria listed above from the Discussion Tracker.

My Stars	My Steps
1.	1.
2.	2.

Round 2:

Write one specific way you worked on one of your steps from Round 1. For example, you might paraphrase how you compared your own perspective to someone else or a specific question you asked.

List one star and one step from the criteria listed above for Round 2.

My Stars	My Steps

Unhappily Ever After?

Americans are closing the book on reading for fun.

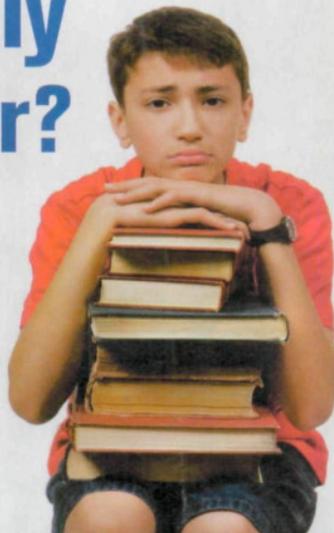
Harry Potter, Judy Moody, and Eragon need your help! A new report shows that U.S. kids and adults are reading less for pleasure than ever before.

Less than one-third of 13-year-olds read for fun daily, according to the National Endowment for the Arts (NEA). That's 5 percent less than two decades ago. More than one in 10 teens say they never or hardly ever read for fun.

Kids who do read often send instant messages, watch TV, play video games, and even surf the Web at the same time. Almost 60 percent of middle and high schoolers reported using other media while they read.

The findings are troubling, NEA officials say, because reading for pleasure is often linked with better reading and writing skills. For example, 9-year-olds who read for fun tend to score higher on reading tests than other kids their age.

That's not all. "Our report shows that readers are, in fact, more active and engaged in a number of ways," says Sunil Iyengar, NEA's director of research and analysis. Readers are more likely to visit museums, volunteer, and play sports than nonreaders. In



addition, readers typically, or usually, end up with better-paying jobs as adults.

Those aren't the only reasons to flip open a good book, says Lois Lowry, author of *The Giver*. "Reading is like megavitamins for the imagination," she told *WR News*. "To be able to enter different worlds and do it all while sitting in a chair! I can't imagine any better way to exercise your brain."

MAILBAG

In issue 4, we wrote about one student's quest to pass an antismoking bill in Connecticut. Here's what you had to say.



I know how it feels to be affected by secondhand smoke. My mom smoked for a long time and then found a way to quit. I hope that the law passes and encourages smokers to stop.

—Tayah T., Ohio

I want people to stop smoking because they are hurting other people's health and themselves. They should stop selling cigarettes all over the world.

—Claudia P., Arizona

Like Justin, I am also encouraging our leaders to ban smoking in confined places where there are children. I recently wrote to my state representative. Fifty-three percent of my class is exposed to secondhand smoke.

—Holly B., Michigan

I think I'll go see if there are any problems I can solve. Who knew that an 11-year-old kid could do so much? It's kids like Justin who make the world a better place.

—Jalyn W., Nevada

Send us your comments at wnews@weeklyreader.com.

Be sure to include your name, city, and state.

PICTURE OF THE WEEK



Howdy, doody! International Rhino Foundation officials recently came up with an unusual fund-raiser. They're selling feces to save species! They auctioned off four pieces of rhino dung, each from an endangered rhino species. Together, the poop scooped up more than \$2,000 for rhino conservation efforts. Sounds like a job well dung.

Name:		Date:	
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Speaking and Listening Criteria

I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)

I can summarize an informational text using only information from the text. (RI.6.2)

Directions:

Read the text below. Then use information from the text to complete the tasks below. First you will list bullet points of relevant information from the text and summarize the article in a format similar to your Researcher’s Notebook. Second, you will list three pieces of evidence and explain in your own words how this evidence supports the teacher’s claim about reading. Remember, the claim you are researching here is “It is important to read everyday.”

1. Complete the chart below listing relevant information from the text and writing a summary using only information from the text.

Article Information	This side is where you will gather relevant information and summarize your text.
Text Title:	Relevant information from this text (bullet points):
Source:	Summary of the text:

2. Complete the chart below based on the article you read above, “Unhappily Ever After?” Choose evidence that is relevant to the claim and explain how it connects.

Text evidence from the article “Unhappily Ever After?”	Explanation: Why would this be a good supporting detail for the claim?

Learning Targets:

I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)

I can summarize an informational text using only information from the text. (RI.6.2)

Directions:

Read the text below. Then use information from the text to complete the tasks below. First you will list bullet points of relevant information from the text and summarize the article in a format similar to your Researcher's Notebook. Second, you will list three pieces of evidence and explain in your own words how this evidence supports the teacher's claim about reading.

1. Complete the chart below listing relevant information from the text and writing a summary using only information from the text.

Article Information	This side is where you will gather relevant information and summarize your text.
Text Title: “Unhappily Ever After? Americans are closing the book on reading for fun”	Relevant information from this text (bullet points): Report from NEA finds fewer kids read for fun any more. Many kids do other things while reading, such as texting. Reading for fun helps you get higher test scores. Readers visit museums, play sports, and volunteer more often than nonreaders. Readers get higher-paying jobs. Using your imagination when you read exercises your brain.
Source: <i>Weekly Reader</i>	Summary of the text: This article is based on a study from the National Endowment for the Arts (NEA) on kids and reading. The study finds that fewer kids read for fun, and that many of the kids who do read are doing something else while they are reading. The study also finds that those kids who read for fun have a lot of benefits, like scoring higher on tests and getting higher-paid jobs. They are more likely to visit museums, play sports, and volunteer. Finally, reading makes you use your imagination and exercises your brain.

2. Complete the chart below based on the article you read above, “Unhappily Ever After?” Choose evidence that is relevant to the claim and explain how it connects.

Text evidence from the article “Unhappily Ever After?”	Explanation: Why would this be a good supporting detail for the claim?
“A nine-year-old who reads for fun scores higher on reading tests.”	Reading every day helps you score better on tests, which is important to your success in school. By getting higher scores on tests, you have more choices in school and you feel good about yourself, too.
“Readers are more likely to visit museums, volunteer, and play sports than nonreaders.”	When you read, you discover other things beyond your own neighborhood, city, etc., so you become more interested in doing other things, like going to museums or volunteering to help others.
“In addition, readers typically, or usually, end up with better-paying jobs as adults.”	If you read every day, you learn so many words that help you do well in school and get into college. If you finish college, you can get a well-paying job.

**“The ability to read well gives a person access to all of the knowledge already discovered by others.”
—Abraham Lincoln**

One of the best ways to learn to read well is to read every day, and there are many lifelong benefits that come with reading every day. Reading keeps you out of trouble, contributes to high achievement in life, and provides freedom. Reading every day is a rule we should all live by, and it is essential for a life that thrives.

There are many negative consequences that result when a person does not read well. Students who do not read at grade level by third grade are four times more likely to leave school without a diploma when compared to students who read well (The Annie E. Casey Foundation). In addition, the Coalition for Juvenile Justice (2001) reported that 82% of prisoners are high school dropouts, and a very high proportion of them cannot read. To avoid these serious consequences, it is important that all students learn to read and read every day.

Reading helps you achieve more through a larger vocabulary. Students who read often and who read a wide variety of topics are higher achievers in school and at work than those who do not (Scholastic: Classroom Libraries Work!). Reading introduces you to words that we might not hear or use in our daily lives. It also helps you to write well. Possessing a strong vocabulary allows you to use the perfect word to express what you are thinking and feeling. When you develop a larger vocabulary from reading every day, you will achieve more in school and work.

And last, but not least, one of the most significant benefits to reading every day is that reading gives you freedom of mind. To read is to think critically. Critical thinking is a powerful tool. Slaves who learned to read used their reading skills to escape and find freedom (The Power of Reading: Reading and Freedom). People who learn to read freely read what they want. They check facts, learn how to fix things, understand their community better, and discover new ideas. They are not dependent on people who might control their lives by controlling their information. Readers have the freedom to seek information and make their own decisions.

In life, we all have rules that we live by. These rules express our values and guide our words and actions. Reading every day is a rule to help you thrive in life, as it helps you stay out of trouble, achieve more, and be free. So I am challenging each of you to go home, kick up your feet, and open a book tonight. You may find that reading every day becomes a rule to live your life by.

Introduction A. Hook: Quote from Abraham Lincoln about reading.

Rule: Read every day.

1. Reading every day helps us thrive.
2. Keeps you out of trouble, increases your achievement, provides freedom.

Supporting Topic B. There are consequences for not reading.

Supporting Evidence

1. If you don't read, you're likely to drop out of high school.
2. 82% of prisoners are high school dropouts.
3. Many of these prisoners can't read.

Supporting Topic C. Reading helps you achieve more.

Supporting Evidence

1.
2.
3.

Supporting Topic D.

Supporting Evidence

1.
2.
3.

Conclusion E.

1.
2.
3.

Name:		Date:	
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Introduction A. Hook: Quote from Abraham Lincoln about reading.

Rule: Read every day.

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Supporting Topic B. There are consequences for not reading.

Supporting Evidence

1. If you don't read, you're likely to drop out of high school.
2. 82% of prisoners are high school dropouts.
3. Many of these prisoners can't read.

Supporting Topic C. Reading helps you achieve more.

Supporting Evidence

1. You will gain a large vocabulary.
2. You will be better at both reading and writing.
3. You will do better at school and work.

Supporting Topic D.

Supporting Evidence

1. Teaches you to think critically.
2. Helped slaves gain freedom.
3. Allows you to get all different types of information on your own.
4. Other people can't control your thinking if you can read information on your own.

Conclusion E.

1. Reading every day helps you thrive.
2. Reading keeps you out of trouble, increases achievement, sets you free.
3. Everyone try it!

Introduction A.

1.
2.
3.

Supporting Topic B.

Supporting Evidence

1.
2.
3.

Supporting Topic C.

Supporting Evidence

1.
2.
3.

Supporting Topic D.

Supporting Evidence

1.
2.
3.

Conclusion E.

4.
5.
6.

1. Begin by determining the three Supporting Topics in your Researcher's Notebook that best support their rule.
2. Ask a "how" question to figure out the Supporting Evidence from your research you want to include in your topic paragraph.

Name:		Date:	
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CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose demonstrate insightful analysis of the text(s)	clearly introduce a topic in a manner that follows from the task and purpose demonstrate grade-appropriate analysis of the text(s)	introduce a topic in a manner that follows generally from the task and purpose demonstrate a literal comprehension of the text(s)	introduce a topic in a manner that does not logically follow from the task and purpose demonstrate little understanding of the text(s)	demonstrate a lack of comprehension of the text(s) or task

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustain the use of varied, relevant evidence	develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustain the use of relevant evidence, with some lack of variety	partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant use relevant evidence inconsistently	demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	provide no evidence or provide evidence that is completely irrelevant

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	exhibit clear organization, with the use of appropriate transitions to create a unified whole establish and maintain a formal style using precise language and domain-specific vocabulary provide a concluding statement or section that follows from the topic and information presented	exhibit some attempt at organization, with inconsistent use of transitions establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary provide a concluding statement or section that follows generally from the topic and information presented	exhibit little attempt at organization, or attempts to organize are irrelevant to the task lack a formal style, using language that is imprecise or inappropriate for the text(s) and task provide a concluding statement or section that is illogical or unrelated to the topic and information presented	exhibit no evidence of organization use language that is predominantly incoherent or copied directly from the text(s) do not provide a concluding statement or section

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	demonstrate grade-appropriate command of conventions, with few errors	demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	demonstrate emerging command of conventions, with some errors that may hinder comprehension	demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	are minimal, making assessment of conventions unreliable

(Yellow) Reading helps you achieve more through a larger vocabulary. **(Blue)** Students who read often and who read a wide variety of topics are higher achievers in school and at work than those who do not (Scholastic: Classroom Libraries Work!). Reading introduces you to words that we might not hear or use in our daily lives. It also helps you to write well. **(Green)** Possessing a strong vocabulary allows you to use the perfect word to express what you are thinking and feeling. **(Yellow)** When you develop a larger vocabulary from reading every day, you will achieve more in school and work.

(Yellow)

(Blue)

(Green)

And last, but not least, one of the most significant benefits to reading every day is that reading gives you freedom of mind. To read is to think critically. Critical thinking is a powerful tool. Slaves who learned to read used their reading skills to escape and find freedom (The Power of Reading: Reading and Freedom). People who learn to read freely read what they want. They check facts, learn how to fix things, understand their community better, and discover new ideas. They are not dependent on people who might control their lives by controlling their information. Readers have the freedom to seek information and make their own decisions.

After researching a topic important to you and people in your age group, write an evidence-based essay to inform readers of one “rule to live by” that can be shared with others who can learn from our experience and research. Be sure to cite evidence from your research texts in your essay.

Row 1:

Row 2:

Name:		Date:	
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CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	<p>clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</p> <p>demonstrate insightful analysis of the text(s)</p>	<p>clearly introduce a topic in a manner that follows from the task and purpose</p> <p>demonstrate grade-appropriate analysis of the text(s)</p>	<p>introduce a topic in a manner that follows generally from the task and purpose</p> <p>demonstrate a literal comprehension of the text(s)</p>	<p>introduce a topic in a manner that does not logically follow from the task and purpose</p> <p>demonstrate little understanding of the text(s)</p>	<p>demonstrate a lack of comprehension of the text(s) or task</p>

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	exhibit clear organization, with the use of appropriate transitions to create a unified whole establish and maintain a formal style using precise language and domain-specific vocabulary provide a concluding statement or section that follows from the topic and information presented	exhibit some attempt at organization, with inconsistent use of transitions establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary provide a concluding statement or section that follows generally from the topic and information presented	exhibit little attempt at organization, or attempts to organize are irrelevant to the task lack a formal style, using language that is imprecise or inappropriate for the text(s) and task provide a concluding statement or section that is illogical or unrelated to the topic and information presented	exhibit no evidence of organization use language that is predominantly incoherent or copied directly from the text(s) do not provide a concluding statement or section

Name:

Date:

“Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s).”

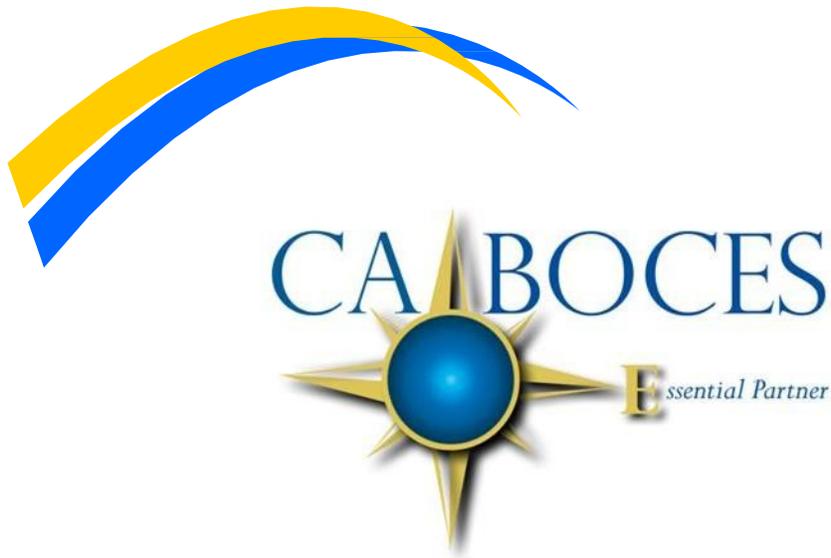
Star:

Step:

“Exhibit clear organization, with the use of appropriate transitions to create a unified whole.”

Star:

Step:



Learning Resources
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