

**STAGE 1 – DESIRED RESULTS***Grade Level: 6***Unit Title:** Metacognition to develop reading and writing ability**Established Goals:** Students will learn about how they think, specifically when reading. They will use their understanding to make deeper meaning of texts. They will make inferences, make connections between texts, and explain their conclusions in their own words and will properly site relevant evidence from the text to support their claims. Students will be able to apply reading strategies to any content area.**Understandings:** *Students will understand that...*

- Thinking about the way we think enables us to make meaning of the world.
- Metacognition enables us to improve comprehension of non-fiction text.

**Essential Questions:**

- How does thinking about how we think influence the way we make meaning of text?

**Common Core Standards**

CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**STAGE 2 – ASSESSMENT EVIDENCE****Performance Tasks:**

- Demonstrate thinking during reading by inserting written thoughts into document on GoogleDrive
- Make connections to the text, citing evidence from the text which support claims (Short answer)
- Write an argument, using evidence woven in from the text to support a claim. Final evaluation – essay.

**Other Evidence:**

- In-class activity to preview challenging vocabulary
- Quote integration activity

**STAGE 3 – LEARNING PLAN**


Summary of Learning Activities:

1. Thinking About Reading – Model activating prior knowledge, use iPads/Google Drive to share current events articles to model thinking during reading to engage deeply with the text.
2. Vocabulary – strategies for understanding – how previewing activities can help. Active Learning – Group work – students as teachers
3. Connecting to the Text - citing Text Evidence – deep understanding of text is needed to be able to select the best evidence to support a claim.
4. Basket Making - Weaving in Evidence from the Text – Integrating Quotes. Share video that demonstrates strategies. Avoiding dropped quotes. Smooth integrators. Use quotes cut out from magazines class activity.
5. Paraphrasing – Using what we understand about the author’s points to recreate in your own words.

Differentiated Instruction:

- Alternate texts/modified assignments
- Audio of texts provided Extra time and support to complete essay
- Demonstration of learning through alternate routes – use Explain Everything to model thinking during reading

Interactive Rubric (Idea from Edutopia)

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>Text Evidence</i>	<i>Skillfully blends evidence from the text by smoothly weaving both direct quotes and paraphrases.</i>	<i>Cites evidence from the text by using both direct quotes and paraphrases. Uses some smooth integrators.</i>	<i>Cites evidence from the text by plopping quotes into essay.</i>	<i>Does not reference text evidence.</i>
Explanation of Evidence	Provides insightful explanation/analysis of how text details support opinion.	Provides clear explanation/analysis of how text details support opinion.	Provides some explanation/analysis of how text details support opinion.	Provides no or incorrect explanation/analysis of how text details support opinion.
<b>QUANTITY/ QUALITY OF EVIDENCE</b>	<b>PROVIDES MORE THAN ENOUGH &amp; THE STRONGEST EVIDENCE TO SUPPORT OPINION.</b>	<b>PROVIDES ENOUGH RELATED EVIDENCE TO SUPPORT OPINION.</b>	<b>PROVIDES LIMITED AND/OR VAGUE EVIDENCE TO SUPPORT OPINION.</b>	<b>PROVIDES VERY LITTLE AND/OR UNRELATED OR INCORRECT EVIDENCE TO SUPPORT OPINION.</b>
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