

# OIS Design Learning Template

Grade Level & Content Area: 6th Grade ELA <b>FREQUENCY: 5 times total 3 in last 2 years</b>			
Essential Learning Target: Readiness TEKS	Verbs: Determines Level of Thinking	Nouns: Academic Vocabulary	Prerequisite Skills: What do they need to know before
6.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. (A) infer multiple themes within and across texts using text evidence	Infer Compare contrast Stated or implied	Lesson Moral Theme Figurative language Primary Message Truism Universal Message	Make inferences Structural patterns Provide evidence Literary language and devices

Essential Questions:	Assessment Question Examples: Look at summative assessments & STAAR questions
<ul style="list-style-type: none"> <li>• What does the story suggest about life? What details support this thinking?</li> <li>• What tools do readers use to identify theme in multicultural, historical, or contemporary fiction?</li> <li>• What tools do readers use to infer the implicit theme of a work of fiction?</li> <li>• How do readers distinguish between theme, main idea, and topic?</li> <li>• What did the author want us to think about?</li> <li>• What idea/lesson/"truism" stays with you?</li> <li>• What does literature teach us about life?</li> <li>• How does the author's use of language help the reader understand the theme?</li> <li>• Analyze how time and place influence the theme or message of</li> </ul>	<p>What is the main theme of the story? Which sentence from the story best expresses the theme? What is the primary theme of the story? The words in the story can best be described as- What is one message the author conveys?</p>

a literary work.	
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Big Idea:	"I will..." Statements:
<ul style="list-style-type: none"> <li>● Character Development</li> <li>● Historical and Cultural Settings</li> <li>● Summarizing</li> <li>● Theme</li> <li>● Poetry</li> </ul>	<ul style="list-style-type: none"> <li>● We will analyze elements of fiction literature to deepen thinking using words such as: setting, conflict, theme, etc..</li> <li>● I can identify and infer a story's primary theme using text evidence.</li> <li>● I will analyze the theme within a variety of texts.</li> <li>● I can distinguish between the topic and the theme.</li> </ul>

Possible Misconceptions:	Formative Assessments:
<ul style="list-style-type: none"> <li>● Mixing understanding of main idea and topic with theme</li> <li>● There can only be one theme (authors convey themes through words and details. Sometimes, there are multiple themes that can be inferred)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Reading Conferring Checklist</a></li> <li>● <a href="#">Independent Reading Rubric</a></li> <li>● <a href="#">Conferring Checklist</a></li> <li>● <a href="#">Conferring About Characters</a></li> <li>● Creating Plot Diagrams</li> </ul>

<b>Feedback &amp; Coaching Opportunities:</b> Based on formative assessment data, how are you going to reteach?	<b>Practice Opportunities:</b> Independent, guided, small group, stations, etc.
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<p><b>Teaching Resources:</b>  <a href="#">Reading Conference Observation Form</a>  <a href="#">Conferring Checklist</a>  <a href="#">Independent Reading Rubric</a>  <a href="#">Conferring About Characters</a>  <a href="#">Reading Conference Notes</a>  <a href="#">Digital Learning Toolkit: Creativity and Innovation</a></p> <ul style="list-style-type: none"> <li>● Guiding Readers and Writers Grades 3-6 by Fountas and Pinnell</li> <li>● Leveled Readers</li> <li>● Independent Reading Books</li> <li>● Reading and Writing Notebook (student and teacher)</li> <li>● Graphic Organizer</li> </ul>	<p>Independent, guided, small group, stations, writing prompts, I-20  *Created Anchor Chart- Visual Reminder</p> <ul style="list-style-type: none"> <li>- Use inspirational quotes <ul style="list-style-type: none"> <li>- Read inspirational words to define a theme and brainstorm stories, movies, or real-life events in which you see the theme play out</li> </ul> </li> <li>- View compelling art. <ul style="list-style-type: none"> <li>- Make art a springboard to discuss themes and how they are interpreted. Edvard Munch's <i>The Scream</i> can inspire a discussion about the theme of fear and uncertainty.</li> </ul> </li> <li>- Listen to songs. <ul style="list-style-type: none"> <li>- Songs lend themselves to discussions of how artists communicate larger messages through lyrics.</li> <li>- Ex: I Hope You Dance - independence, sacrifice, societal pressure</li> <li>- Hero - Mariah Carey - appreciation</li> <li>- Hold On - Wilson Phillips - overcoming obstacles</li> </ul> </li> <li>- Fairy Tales/ Picture Books</li> <li>- Movies <ul style="list-style-type: none"> <li>- Willy Wonka and the Chocolate Factory - greed</li> <li>- Lion King - responsibility</li> <li>- Antz - friendship</li> <li>- The Emperor's New Groove - humility</li> </ul> </li> </ul>
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<p><b>Extend/Enrich Opportunities:</b>  Based on formative assessment data, how are you going to extend learning?</p>	<p><b>Differentiation Opportunities:</b>  SPED, ELL, 504, Tier II &amp; III, GT</p>
<p>Enrichment: Students can look into their own independent novels and find themes within. Provide evidence from the story to support the theme using academic language.</p>	<p>English Language Support:</p> <ul style="list-style-type: none"> <li>● Turn and Talk</li> <li>● Think, pair, share</li> <li>● Anchor Charts</li> <li>● Visuals</li> <li>● Academic and Social vocabulary enrichment</li> <li>● Word Banks (for written response)</li> </ul>

- Sentence stems
- Blank graphic organizers
- [Supporting ELLs in the Mainstream Classroom](#)

Follow Rtl district guidelines for intervention.

Interventions:

- Address student needs during Guided Reading/Strategy groups and Conferences.