

ARC CORE FUSION™

Grade 6



REPRESENTATIVE SAMPLE

Dear Middle School Teachers,

Your job is hard. It's also, as you know better than anyone, really important. The team of educators at American Reading Company® held onto these two obvious, big ideas when we designed ARC Core Fusion™.

ARC Core Fusion makes teachers' lives easier through clear, consistent routines. While it includes scripted lessons and answer keys for those who want that level of support, the predictability of the daily structures will make those scaffolds unnecessary for many educators, especially experienced ones. ARC Core Fusion includes a robust suite of digital supports for computer wizzes eager to embrace the latest technology, but it works just as well for those of us who still cherish the smell of an uncracked paperback.

Speaking of paperbacks, we know many of you came to be middle school teachers because you love books as much as the quirky, endlessly entertaining entities that are your students. ARC Core Fusion is full of great books—from classics you'll be familiar with to contemporary titles offering fresh perspectives. In ARC Core Fusion, students read select core texts in entirety along with their peers, providing your classroom community with a shared experience sure to spark lively discussions. Students also get regular opportunities to choose their own books, researching across a variety of titles to explore their unique interests.

If your middle school classes are like most across the country, every day you're faced with the challenge of meeting the individual needs of a variety of students, from multilingual learners still mastering the English language to students striving to read at grade level. ARC Core Fusion includes a host of student scaffolds—graphic organizers, student-friendly rubrics, writing exemplars, and more—to help all students be successful. In addition to these embedded supports throughout ARC Core Fusion, we created an optional, easy-to-use companion program called ARC Accelerator®. Designed for What-I-Need (WIN) or intervention blocks, ARC Accelerator follows a straightforward daily routine and provides teachers scripted small-group lessons to drive reading growth.

As you dig into the sample materials in this box, we hope you'll notice the ways our resources support the standards-based best practices you're likely already engaged in. That's intentional. We still want you to do all the important stuff. We still want you to read and write and talk with your students. We still want you to think hard about words and sentence structures and all the ways those might impact what an author communicates. We still want you to inspire your students and to be inspired by them. We hope these resources make teaching easier and more fun.

The ARC Program Design Team

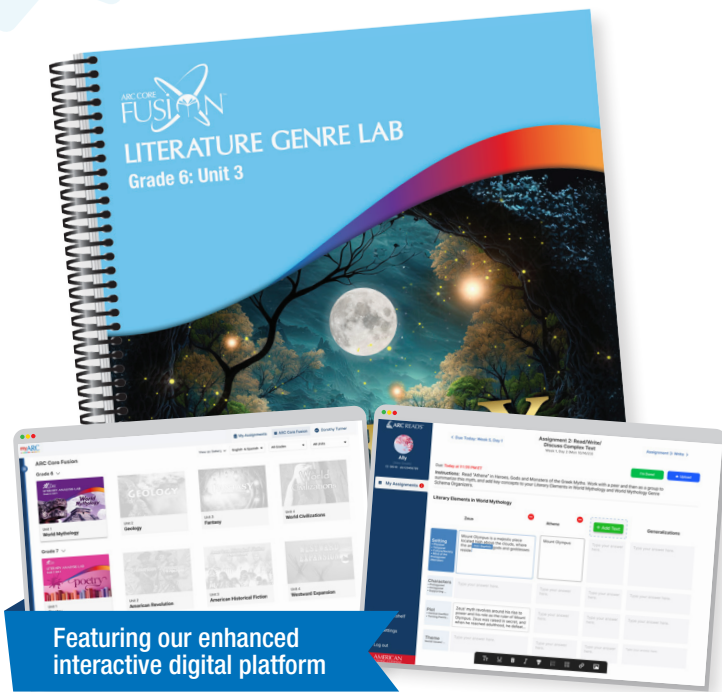
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ARC Core Fusion™

The **NEW** Middle School Curriculum from American Reading Company



Featuring our enhanced interactive digital platform

Knowledge-Building Units

(45–60 minutes daily)

In every Unit, students will:

- Read and analyze complex texts
- Become proficient writers of a variety of text types
- Build knowledge and vocabulary through deep research into topics in Science, History, and Literary Genres
- Engage in an intellectual community that reads, writes, thinks, and debates together
- Engage in high-volume reading practice

Each Unit Includes

Grade 6: Unit 3, Fantasy Example



Digital-First Curriculum

Ensures teachers can lead every ELA lesson with confidence; includes supports for MLLs and striving readers



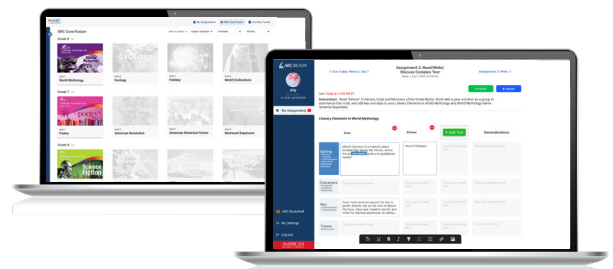
Core Texts

Class sets of multiple high-quality, authentic texts anchor the work of each Unit



Unit Library

Related texts at a range of text complexities provide choice for research and cross-textual analysis



Interactive Digital Platform

Hosts the collaborative intellectual community in which students read, write, research, and debate

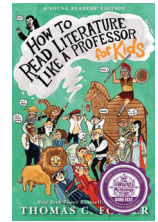
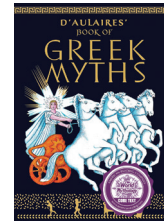
6th-Grade - Civilizations: Real and Imagined

Unit 1

RL/1.1, RL.2, RL.4, RL.5
W.1, W.3

Read, analyze, and retell

World Mythology

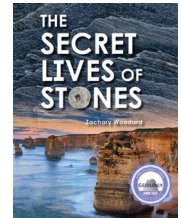
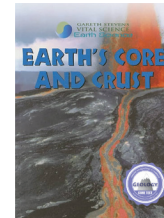


Unit 2

RI.2, RI.3, RI.5, R.7
W.2, W.7, W.8

Read informational texts, narrative nonfiction, and related myths to write a research report on

Geology



Unit 3

RL.2, RL.3, RL.6, RL.9,
W.1, W.3

Read, compare, analyze, and create

FANTASY



Unit 4

RI.6, RI.8, RI.9,
W.1, W.7, W.8

Research to create written and oral arguments about

World Civilizations



45–60 Minute Literacy Block

5–10 minutes	Do Now	Students are primed for the lesson Focus Standards and/or demonstrate understanding of homework from the previous night.
20–25 minutes	Whole-Group Instruction	Teacher provides instruction in grade-level Reading and Writing Focus Standards; students practice with grade-level text or in writing.
15–20 minutes	Application	Students apply the Focus Standards: <ul style="list-style-type: none">• To self-selected texts and resources.• To their own writing.• Independently or in peer groups. Teacher coaches, collecting information to inform instruction and intervention.
5 minutes	Exit Ticket	Students demonstrate current understanding of the Focus Standard/text/task.

Homework: 20–30 minutes

Homework assignments extend grade-level reading, writing, and/or research in a carefully scaffolded sequence to prepare students for the greater academic independence required in future grades.

6th-Grade Yearlong Scope and Sequence

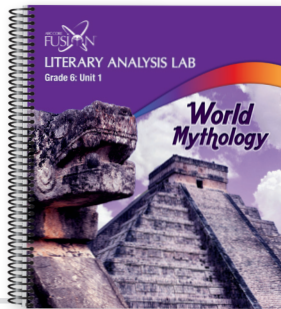
Unit 1 World Mythology Literary Analysis Lab RL/I.6.1, RL.6.2, RL.6.4, RL.6.5 W.6.1, W.6.3	Unit 2 Geology Informational Research Lab RI.6.2, RI.6.3, RI.6.5, RI.6.7 W.6.2, W.6.7, W.6.8	Unit 3 Fantasy Literature Genre Lab RL.6.2, RL.6.3, RL.6.6, RL.6.9 W.6.1, W.6.3	Unit 4 World Civilizations Argument Research Lab RI.6.6, RI.6.8, RI.6.9 W.6.1, W.6.7, W.6.8
<p>Introduction to Literary Analysis</p> <ul style="list-style-type: none"> Learn to apply literature standards to make arguments about literature. Learn to participate in rigorous academic discourse around literature. Produce multiple short literary analyses. 	<p>Learning to Learn from Informational Text</p> <ul style="list-style-type: none"> Use grade-level Geology text to build knowledge and vocabulary. Develop a research mindset: Generate questions and gather resources. Demonstrate Science knowledge and informational reading and writing standards through writing. 	<p>Introduction to Genre as Literary Structure</p> <ul style="list-style-type: none"> Apply literature standards to make arguments about literature. Build genre-specific knowledge and vocabulary while drawing connections between Fantasy and Mythology, Civics, and World Civilizations. Produce literary analysis essays. 	<p>Research as the Basis for Analysis</p> <ul style="list-style-type: none"> Apply research skills to grade-level History/ Social Studies text to build knowledge and vocabulary. Analyze Mythology as a source of insight for learning about a civilization. Practice making and revising arguments based on evidence from both primary source artifacts and secondary sources. Demonstrate increased command of History/ Social Studies and reading and writing standards through weekly debates.
<p>Thinking Like an Author</p> <ul style="list-style-type: none"> Use literature and narrative writing standards to compose world myth retellings. Reflect on authorial choices to drive more sophisticated literary analysis. 	<p>Research Process</p> <ul style="list-style-type: none"> Design and complete an independent research project on a self-selected Geology topic, with teacher support. Learn to locate, evaluate, and integrate evidence from multiple sources. Analyze a world myth related to this topic. 	<p>Comparative Literary Analysis: Literature Circles</p> <ul style="list-style-type: none"> Demonstrate increased independence with academic discourse and literary analysis. Compare two texts in the Fantasy genre in a comparative essay. 	<p>Research Process and Debate</p> <ul style="list-style-type: none"> Design and complete an independent research project on a self-selected civilization. Locate, evaluate, and integrate evidence from both primary and secondary sources. Refine thinking through regular debate.
<p>Literary Analysis Essay Make and defend a claim about a world myth.</p>	<p>Informational Research Paper Synthesize and present research in an informational research paper.</p>	<p>Narrative Text Demonstrate command of literary and genre-specific knowledge, vocabulary, and structures by publishing a short story in the genre.</p>	<p>Argument Research Paper Make and defend a research-based claim in an argument paper and debate.</p>

Standards Addressed across All Four Units: RL/I.6.1, R.L/I.6.4, RL/I.6.7, RL/I.6.10, W.6.4, W.6.5, W.6.6, W.6.9, W.6.10; Speaking & Listening and Language Standards

Supports for Multilingual Learners

Toward a Culturally and Linguistically Responsive Pedagogy

A culturally and linguistically responsive curriculum is one that meets language learners where they are, approaches their existing knowledge, language(s), and experiences as assets, and accelerates their academic trajectories in ways that are sensitive, appropriate to their needs, and rigorous all at once.



MLL-responsive instructional delivery that effectively reaches all students, at all times, in every component of the literacy block.



Thematically organized learning that:

- Integrates content, literacy, and language.
- Allows language learners to successfully navigate harder texts and tasks.
- Integrates language learners into the general education community.
- Builds higher-order thinking skills and academic habits in all four domains (speaking, listening, reading, and writing).

Expertly curated libraries that allow students to build language and vocabulary at a variety of levels of text complexity.



An assessment and intervention program that accounts for language differences and includes scaffolds and supports for MLLs. The Guide to IRLA Coaching with Multilingual Learners provides teachers with support for specific and targeted intervention for every student.





The Expert in Your Room

Lessons include actionable MLL supports, chosen to transform instructional delivery in ways that acknowledge, affirm, and empower language learners. The cumulative effect of this collection of tips and techniques is a dramatic shift in pedagogical practices, rooted in decades of ESL expertise and the most current research in the fields of multilingualism and multiliteracies.

All call-outs have been organized around six distinct categories:

Identity Affirmation

- Practices that notice and place value in the uniqueness of culturally and linguistically diverse students
- Actions that promote the values central to a student’s identity and affirm the belief in the student’s ability to succeed.

Learning Objectives

- Suggestions on how to address specific needs within the learning focus
- Guidance on how to maintain high expectations through appropriate supports

Frontloading

These help teachers in deciding the following:

- Which components (concept, language, skills essential to the student’s success with the objectives) might require pre-teaching
- How to activate students’ existing knowledge and interest
- How to deliver instruction to prepare students to fully participate in the lesson

Comprehensible Input

A repertoire of simple techniques that:

- Make oral/written language and key concepts more accessible for students.
- Develop awareness about the impact of comprehensible input on student outcomes and affects.

Oracy and Literacy Development

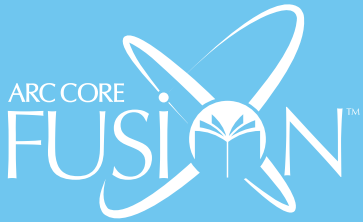
- Highlight components of the lesson intentionally designed to build the oracy and literacy skills of all students, including language learners at all levels of language proficiency
- Selected notes on oracy development bring attention to social and cultural norms and the need to establish, model, and practice these norms without assuming that they match those with which the student is familiar.

Differentiation and Formative Assessment

- Tips, reminders, modified tasks, and other suggestions to properly match reader/writer with task
- Insight into identifying students’ strengths, gathering evidence of learning, and devising next steps within a lesson

The diagram illustrates a sample page from the MLL Supports library. It features a page with text and a callout box. The callout box is titled "Accountable Talk and Frontloading" and contains the text: "Don't assume all students know and understand the classroom norms for Accountable Talk. Norms that may be different across cultures include personal space, eye contact, appropriate ways to make a request, etc. Use modeling, role play, visual supports, etc., to make the expectations more comprehensible." The callout box is connected to a "Lesson Section" label and a "Category" label. A "MLL Support" label is also present at the bottom of the callout box.

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LITERATURE GENRE LAB

Grade 6: Unit 3

A vibrant, fantastical illustration of a night landscape. A large, full moon hangs in a dark, teal sky. The foreground is dominated by gnarled, dark trees with intricate root systems. The ground is covered in moss and small, glowing yellow lights. In the distance, a range of mountains is visible under a starry sky. A river flows through the center of the scene, reflecting the moonlight and the surrounding lights. The overall atmosphere is magical and mysterious.

FANTASY

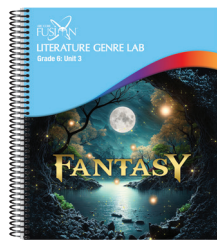
Unit 3

Genre Lab

An Inquiry Community of Researchers & Authors

In the third Unit of ARC Core Fusion, students apply their growing academic skills to rigorous academic discourse around literature as they read, research, analyze, and write about Fantasy as a genre.

Students will continue to:	In this Unit:
Read grade-level Core Texts, as well as self-selected texts...	Including two grade-level Fantasy novels as a class and at least one additional Fantasy novel in a Literature Discussion Group.
Participate in rigorous academic discourse as part of a whole-class intellectual community.	
Engage in high-volume reading through both assigned text and at least 30 minutes of self-selected reading per day.	
Apply Reading Standards...	To make comparative arguments about literature.
Acquire academic vocabulary and high-utility morphemes.	
Produce short constructed responses...	Now analyzing the theme of Fantasy texts.
Use literature and narrative writing standards to compose and publish...	A Fantasy short story.
Integrate knowledge from multiple sources to produce and publish...	A literary analysis essay comparing two novels.
Practice applying a set of Focus Grade-Level Standards to reading, writing, speaking, and listening.	RL.6.2, RL.6.3, RL.6.5, RL.6.6, RL.6.9, W.6.1, W.6.3, L.6.1, L.6.4, and L.6.5



Teacher Guide



Core Text Section Sets



Genre Card



Fantasy Library



Teacher- and Student-Facing Digital Platform

Unit 3 Genre Lab Pacing Guide: Grade 6

Phase	Week	Reading & Vocabulary Focus	Writing Focus	Assessment
Defining the Genre Through Literary Elements	1	Introduction to Fantasy (RL.1/RL.2/RL.3/RL.5) <ul style="list-style-type: none"> Character (Arche)types Characters & Theme Analysis Morphemes: prot(o)-, agon, -ist (RL.4/L.4/L.5)	Pre-Assessment: Literary Analysis #1	Weekly Literary Analysis (W.1) <ul style="list-style-type: none"> Rubric for a Proficient Literary Analysis Word Maps <p>Graphic organizers as evidence of learning</p>
	2	World-Building (RL.2/RL.3/RL.5) <ul style="list-style-type: none"> Physical & Social Setting Setting & Theme Analysis Morphemes: hier, arch, -y (RL.4/L.4/L.5)	Literary Analysis #2 Claim-Evidence-Reasoning Review <ul style="list-style-type: none"> Using Quotes Effectively (W.1) Pronouns: Case (L.1.A) 	
	3	Quests (RL.2/RL.3/RL.5) <ul style="list-style-type: none"> Types of Conflicts Plot & Theme Analysis Morphemes: chron, -icle (RL.4/L.4/L.5)	Literary Analysis #3 Strong Claims, Evidence, and Reasoning (W.1) <ul style="list-style-type: none"> Intensive Pronouns (L.1.B) 	
	4	Themes in Two or More Texts (RL.2/RL.3/RL.5/RL.9) <ul style="list-style-type: none"> Comparing Themes in Fantasy Comparing Themes Across Genres: Fantasy and Mythology Morphemes: contr(o/a)-, st (RL.4/L.4/L.5)	Mid-Assessment: Literary Analysis #4 Establish and Maintain a Formal Style (W.1) <ul style="list-style-type: none"> Clear and Consistent Pronouns (L.1.C/L.1.D) 	
Thinking Like an Author	5	Thinking Like an Author: Analyze Mentor Texts as Models for Narrative Writing (W.3/W.5/W.9) <ul style="list-style-type: none"> Why Write Fantasy? World-Building: Cultural Setting Creating and Developing Characters Morphemes: de-, terr, -ent (RL.4/L.4/L.5)		Fantasy Short Story (W.3) <ul style="list-style-type: none"> Rubric for a Proficient Narrative Piece Word Maps
	6	Use Mentor Texts to Draft a Narrative (RL.5/RL.6/W.3) <ul style="list-style-type: none"> Conflicts Drive Plot, Character Development, & Theme Event Sequences Narrators Morphemes: omni-, sci, -ent (RL.4/L.4/L.5)		
	7	Revise, Edit, and Publish a Narrative (W.3/W.5/L.1/L.2) <p>Morphemes: val, -ancy (RL.4/L.4/L.5)</p>		
Comparative Literary Analysis Essay	8	Draft a Comparative Literary Analysis Essay (R.9/RL.2/W.1/W.4/W.5) <ul style="list-style-type: none"> Claim Essay Outline Quick-Write First Draft Organization: Body Paragraphs Introduction and Conclusion Morphemes: en-, dur(e), -ing (RL.4/L.4/L.5)		Extended literary analysis essay comparing two texts. (R.9/W.1) <ul style="list-style-type: none"> Rubric for a Proficient Literary Analysis Word Maps <p>Rubric for the Presentation of Knowledge and Ideas</p>
	9	Revise, Edit, Publish, & Present Literary Analysis Essay (R.9/W.1/W.4/W.5) <ul style="list-style-type: none"> Revise for: Logical Coherence, Powerful Language, Credibility/Tone Edit, Publish, and Present (L.1/L.2/W.6/SL.4) Morphemes: cred,-ible, -ity (RL.4/L.4/L.5)		

Your Unit 3 Text Set

Core Texts

Exemplary in terms of both content and craft, grade-level Core Texts are curated from the best books publishers have to offer. The central work of the Unit is developing students' ability to read, understand, analyze, and create complex literary texts by using the Core Texts to build knowledge and vocabulary about the Fantasy genre and literary texts generally.



Join Amari in a portal fantasy mystery adventure that blends mythological creatures with real-world challenges.



Next, try to determine truth from lies in a high fantasy nail-biter told by an unreliable narrator.

Multisource, Multicultural Collections

American Reading Company has been on a mission since 1998 to find books that reflect the experiences of all people. ARC supports small independent publishers and authors working toward this mission. ARC libraries include virtually every good book in print for children, with a special focus on books about and written by historically underrepresented people. Students will find themselves and their families represented in each collection, to the extent they are available from American publishers.

American Reading Company goes to great lengths to reflect multiple perspectives in all of our text sets. To the extent possible, each Genre Lab collection includes both authors and characters from diverse backgrounds and identities.

Strategically Designed Genre Library

Students are immersed in Fantasy through a library that represents a variety of subgenres.



Exemplar Fantasy Novels in a Range of Text Complexities

Fantasy Subgenres

Layered Earth Fantasy

Portal Fantasy

Secondary World Fantasy



Actual titles may vary.

Grade 6 Rubric for a Proficient Literary Analysis

Claim: I make a clear claim about the text(s) that is debatable, defensible, narrow, and significant.

___/4

- Defensible
- Debatable
- Narrow
- Significant

Evidence: I provide relevant and sufficient evidence from the text(s) to support my claim by:

___/6

- Selecting quotes, facts, details, and/or definitions that are relevant to the claim.
- Including a sufficient amount of evidence to prove the claim.
- Properly citing my evidence from appropriate sources.

Reasoning: I explain how my evidence proves that my claim about the text(s) is reasonable by:

___/6

- Clearly explaining connections between the evidence and the claim.

Organization: My organizational structure transitions the reader easily through my argument by:

___/3

- Supporting the content of the argument.
- Grouping relevant information into paragraphs and presenting them in a clear order.
- Clarifying the relationship between ideas with transition language.

Opening and Conclusion: My writing has a compelling opening and a satisfying conclusion by:

___/3

- Engaging the reader and providing necessary context for the argument in my introduction.
- Clearly articulating the claim in my introduction.
- Restating the claim/summarizing the argument and conveying a sense of completeness in my conclusion.

Voice & Tone: I use persuasive language while maintaining a formal style to make others care about my argument by:

___/2

- Using rhetorical technique(s) to persuade the reader (e.g., logic, credibility, emotion).
- Using a tone that is appropriate, consistent, and establishes the author as credible.

Word Choice: My word choice creates interest and demonstrates expertise by:

___/3

- Using words that are precise, descriptive, and maintain the intended tone.
- Including domain-specific vocabulary.
- Using domain-specific vocabulary correctly and appropriately.

Syntax & Conventions: I use accurate syntax and proper conventions by:

___/3

- Writing sentences that are clear and complete (no run-ons or fragments).
- Including sentences of varied lengths and construction to create interest.
- Using correct grammar, spelling, and punctuation.

___/30

Total Points Earned

Grade 6 Rubric for a Proficient Narrative Piece	
Literary Elements: I combine characters, settings, and plot structures to create an effective narrative by:	
___/10	<input type="checkbox"/> Writing about a topic/issue that matters to me and selecting one or more related theme(s)/message(s) to communicate through my narrative. <input type="checkbox"/> Creating a setting that contributes to the development of characters, conflict, and/or theme(s). <input type="checkbox"/> Creating complex characters whose traits contribute to the conflict and theme(s). <input type="checkbox"/> Creating a sequence of events in which conflict(s) and resolution(s) are engaging and satisfying while also communicating the theme(s). <input type="checkbox"/> Choosing a narrator who enhances the quality of the text.
Narrative Techniques: I combine literary elements and narrative techniques to enhance writing, engage audiences, and achieve specific purposes by:	
___/8	<input type="checkbox"/> Including dialogue that advances the plot, develops characters, and/or communicates the theme(s). <input type="checkbox"/> Strategically selecting descriptive details that communicate essential information about the setting, characters, and/or events. <input type="checkbox"/> Choosing a sequence and pacing of events that unfolds logically. <input type="checkbox"/> Selectively using additional narrative devices (e.g. foreshadowing) that are appropriate to the piece.
Language: I use precise language to capture the action, convey experiences and events, and show the relationships among them by:	
___/3	<input type="checkbox"/> Using sensory language. <input type="checkbox"/> Using figurative language. <input type="checkbox"/> Using a variety of transition words, phrases, and clauses.
Conclusion: I provide a conclusion that follows from the narrated experiences and events by:	
___/2	<input type="checkbox"/> Addressing key narrative threads, resolving central conflicts, and offering a sense of closure.
Genre: I follow the “rules” of the genre _____ as determined by our class:	
___/4	<input type="checkbox"/> Theme(s): <input type="checkbox"/> Setting: <input type="checkbox"/> Characters: <input type="checkbox"/> Plot:
Syntax & Conventions: I use accurate syntax and proper conventions by:	
___/3	<input type="checkbox"/> Writing sentences that are clear and complete (no run-ons or fragments). <input type="checkbox"/> Including sentences of varied lengths and construction to create interest. <input type="checkbox"/> Using correct grammar, spelling, and punctuation.
___/30	Total Points Earned

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LITERATURE GENRE LAB

Week 1

Introduction to Fantasy

Reading: Literature 6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading: Literature 6.2

Determine a theme or 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.

Reading: Literature 6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Reading: Literature 6.4

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.

Reading: Literature 6.5

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.

Writing 6.1

Write arguments to support claims with clear reasons and relevant evidence.

Language 6.4

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.

Language 6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Week 1

Introduction to Fantasy

Lesson Plans

Lesson	Focus
1.1	Genre Schema: What Makes Fantasy Fantasy?
1.2	Character (Arche)types
1.3	Characters & Theme
1.4	Characters & Theme (Continued)
1.5	Pre-Assessment: Literary Analysis #1

Constructed Response Assessment Guide

At the end of Weeks 1–4, and any other time you need insight into what they’ve learned and/or how they will perform on state test writing assignments, have students demonstrate their current proficiency with writing literary analyses by answering the question: *What is a theme of this text and how is it conveyed through literary elements?* Use the suggested texts or any other text you choose.

Materials

- Copies of the assessment
- Copies of the grade-level text
- Pencils or computers

Evaluation

Use a state test rubric and/or the Grade 6 Rubric for a Proficient Literary Analysis to sort students’ completed work into four piles:

- Proficient: Understood the text, correctly answered the question, and wrote a well-constructed essay. Keep your standard of proficiency high.
- Approaching proficient: Understood the text and correctly answered the content of the question but needs work on writing an argument essay.
- Developing: Understood the text but doesn’t seem to understand what a theme is or how the author uses literary elements to convey it.
- Emergency: Did not understand the text.

Implications for Instruction

Use the results of your sort to determine the following:

- Whole-group instructional needs
- Small-group instructional needs
- Intensive individual interventions

Before You Begin: Week 1 Tools

For Use Throughout the Week:

- Core Text: *Amari and the Night Brothers*
- Fantasy Genre Library

1.1: Genre Schema: What Makes Fantasy Fantasy?

“Fantasy Genre Schema” organizer (class and student versions; continue to use throughout the week)

Fantasy Genre Card

Core Text: *The False Prince*

Family Letter

Home Connection

1.2: Character (Arche)types

“Character Study in __” organizer (three copies for each student; continue to use throughout the week)

“Character Types in Fantasy” organizer (class and student versions; continue to use throughout the week)

Word Map: “*protagonist*” (class and student versions)

1.3: Characters and Theme Topics

From Unit 1: *How to Read Literature Like a Professor: For Kids*

1.4: Characters and Theme Topics (Continued)

“Character Study in__” organizer (two additional copies for each student)

1.5: Pre-Assessment: Literary Analysis #1

“Week 1: Pre-Assessment” assignment

Grade 6 Rubric for a Proficient Literary Analysis

Nurturing an Intellectual Community

Goal: All students are active and valued participants in class discussion.

Discussion Protocol

Use the following protocol during Read/Write/Discuss Complex Text to encourage student-to-student discussion.

- Read the text (independently, in pairs, out loud, or some combination).
- Have students work with a peer to answer today's questions and/or complete today's task.
- Circulate and listen in on student discussions.
 - As soon as you hear a student say something surprising, insightful, or controversial about the lesson focus, ask them to share with the class. Invite students to extend or debate their peers' remarks before you respond. Reinforce that students use evidence from the text to support their responses. If no one responds, follow up with questions like: *Who agrees? Who disagrees? Who has a different interpretation?*
 - If you observe that students are confused, stuck, etc., call the class back together and invite students to help each other work through the challenge. A challenge shared by many students indicates a coaching opportunity.

Encourage Student-to-Student Discussion

Suggested questions:

- | | |
|--|---|
| <ul style="list-style-type: none">• <i>Who wants to expand on ___'s response?</i>• <i>Who wants to build on what ___ just said?</i>• <i>Who disagrees with ___?</i>• <i>Is ___ correct? Why or why not?</i> | <ul style="list-style-type: none">• <i>Who has a different interpretation?</i>• <i>What else?</i>• <i>Who noticed something else in the text?</i>• <i>Who has a question about what ___ just said?</i> |
|--|---|

Criteria for Success: Academic Discourse

In this class, you'll be practicing the kinds of academic discussions expected to be used in high school, college, and any time you discuss ideas with others. We'll have a list of the expectations we hold for each other during discussions. What should we include on our list?

Create a list with your class, adding/amending as appropriate throughout the year. Be sure to include expectations like the following:

- I work to answer every question.
- I ask questions for clarification.
- I cite evidence from the text when I respond.
- I explain my thinking.
- I restate ideas to confirm understanding.
- I provide thoughtful feedback to my peers.
- I use academic and technical vocabulary related to the topic.
- I expand on my peer's ideas when I agree and debate my peer's ideas respectfully when I disagree.
- I ask for help when I need it and provide help to my peers.
- I listen to understand, not just to respond.
- I change my mind when presented with compelling evidence.
- I monitor how much I talk and allow space for others to contribute.

Scaffolding for Success With Grade-Level Texts

This curriculum is designed to provide all students with daily access to complex texts. Complex texts will generate at least some productive struggle for most students—struggle that is worth it to understand new, harder texts and ideas more deeply. Use the chart below to determine which supports to provide to whom to ensure all students succeed in your classroom.

NOTE: Any student not yet reading in at least the Purple IRLA level should also be in an ARC Accelerator classroom as a temporary intervention.

Challenge	For Whom	Supports
New genre or form (including navigating informational text and unfamiliar Science or History content)	All students (unless a student is already an avid reader of this genre/form)	Daily genre or form-specific lessons; graphic organizers; class discussion. Text-specific questions at key pause points are provided for in-class reading passages to scaffold comprehension.
New, more complex vocabulary/sentence structures	Any student reading below the IRLA level of this text (You can access your students' IRLA data in SchoolPace.)	Context clues and word parts lessons; daily vocabulary work; generative Word Maps, reading volume (The best way to build vocabulary is through high-volume independent reading. Don't skip this part.) Text-specific questions at key pause points are provided for in-class reading passages to scaffold comprehension.
Decoding/phonics	Any student reading below the White IRLA level (You can access your students' IRLA data in SchoolPace.)	Listen to the book read aloud (by you, another student, an audiobook, etc.) while following along. Any student reading below the White IRLA level is facing an academic emergency. Their ARC Accelerator teacher is working on it, but they need your help, too. You can use the IRLA Toolkit Lessons in myARC to “double dose” the Accelerator intervention and help them master phonics faster.
English is a new language	Any student for whom English is a new language	Allow students to bring their home language into the classroom to tap into their prior knowledge. Provide bilingual glossaries in the student's home language(s) as they read and write. Offer students access to a translation device (e.g., computer, laptop, tablet) to give students an opportunity to access the text/materials in their home language(s). Some translation apps, such as Google Translate, allow students to take a picture of a text in English and immediately translate it into the student's home language. Note: While translation tools may support students' overall understanding of a text, it may result in an inaccurate rendering from one language to another. Whenever possible, pair student(s) with a “Language Buddy” who speaks their home language(s). If this is not possible, pair the student with someone who is curious and excited to learn a new language.

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Lesson 1.1

Genre Schema: What Makes Fantasy Fantasy?

The primary goal of today is to get students excited about reading Fantasy and to begin the process of generalizing across two or more texts in the genre.

Reading: Literature 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Lesson 1.1: Genre Schema: What Makes Fantasy Fantasy?

1. Do Now

Distribute the “**Fantasy Genre Schema**” organizer and **Fantasy Genre Card**. Student-facing resources are available at the end of each lesson or digitally/to print on myARC.

Display the following task.

Just like in our World Mythology Unit where we generalized the “rules” of what makes a myth a myth, in this Unit we will be analyzing what defines Fantasy as a genre. Based on the Fantasy books, movies, and shows you know, fill out whatever you can on the “Fantasy Genre Schema” organizer.

Discuss briefly as a class.

2. Introduction

Over the next nine weeks, we will become experts on the common characteristics that Fantasy novels share as well as expert writers of comparative literary analysis. In this Unit, you will:

- *Read, analyze, and write about two Fantasy novels with the class.*
- *Read at least two Fantasy novels on your own/with a group.*
- *Write four constructed responses and a longer literary essay analyzing multiple texts.*
- *Write and publish a Fantasy short story of your own.*

3. Genre Schema

Distribute copies of both *Amari and the Night Brothers* by B. B. Alston and *The False Prince* by Jennifer A. Nielsen.

These are the two novels we will read as a class. Start a new column on your “Fantasy Genre Schema” organizer for each of these books. With a peer, take the next five minutes to add as much information as you can to your organizer just from reading the back cover of each book.

Display a large class version of the “Fantasy Genre Schema” organizer. After students work in pairs, bring the class back together to share, build on each other’s analyses, and add to the class chart.

Read/Write/Discuss Complex Text

Students read and discuss **chapter 1 of *Amari and the Night Brothers*** in two sections. After each section, have students work with a peer to discuss the following:

- **Scene 1 (pp. 1–4)**
 - *What happened in this scene? (What happened between Amari and Emily Grant? Why? What does Mrs. Grant want the principal to do about it? What does she actually do? Why?)*
 - *Why do you think B. B. Alston started with this scene?*
 - *What theme topics is he already introducing with this first scene?*
- **Scenes 2 & 3 (pp. 4–10)**
 - *What happened in the rest of this chapter?*
 - *One of the things that makes Fantasy novels great to read, as well as complicated, is that they usually overlap with another genre or two. What other genres might this book be? (Hint: Who is Quinton?)*
 - *What hints do we have so far that this novel will be Fantasy?*

Genre Schema continued on next page.

Suggested Lesson Pacing

Do Now: 5 minutes

Whole-Group Instruction: 20–25 minutes

Application: 15–25 minutes

Exit Ticket: 5 minutes

Coaching Focus

Students can cite text evidence to analyze and generalize about texts in the Fantasy genre.

Fantasy Genre Card

Students will use this card as a scaffold to guide their inquiry into genre schema throughout this Unit.

Encourage your students to also notice common elements and make generalizations beyond the information provided on the Genre Card.

Suggested Vocabulary

Compare shades of meaning between two words by asking: *What’s the difference between “stalk” (p. 2) and “stomp” (p. 8)?*

Repeat for:

- “smirk” (p. 5) and “grin” (p. 6)
- “indicate”/ “indication” (p. 5) and “notify”/ “notification” (p. 9)

After students work in pairs, bring the class back together to share and build on each other's analyses.

Reinforce that students use evidence from the text to support their responses (Useful follow-up questions include: *What makes you say that?*; *How do you know?*; etc.).

4. Application

Set Focus

Today, choose two different Fantasy novels from our Fantasy Library. Read some of each, noticing common elements that Fantasy novels might share.

Student Work

Students read. If it does not disrupt their focus, allow students to make notes on their “Fantasy Genre Schema” organizers as they read.

Teacher Work

Monitor the class, making sure everyone is 100% on task. Who has found a common element across novels to add to their chart?

Accountable Talk

Have students work with a peer to identify at least one common element across novels they noticed while they read.

Then, discuss as a group: *What makes Fantasy Fantasy?*

5. Exit Ticket

Add one of the following to your “Fantasy Genre Schema” organizer:

- *Evidence from today’s reading for a common element you had already identified.*
- *One new common element and how it appears across Fantasy novels.*

Distribute the **Family Letter** and **Home Connection**, located in the Introduction in English and Spanish.

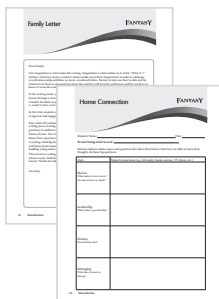
6. Homework

Core Text: Read chapters 2–3 of *Amari and the Night Brothers* by tomorrow.

Family Letter: Share the Family Letter with your family.

Home Connection: Complete the Home Connection with a family member. Due at the end of Lesson 1.5.

Reading: Read for an additional 30 minutes. Log your reading in your ARC Reads Logbook.



How Genre Schemas Develop

- Through an inductive process, students use details to generate an overarching statement that they believe to be true of (that element of) the genre.
- Students explore several texts while testing their generalizations for their predictive explanatory power and universal validity across texts.

Academic Discourse: Routines for Discussion

The goal of discussion, including Accountable Talk, is to support rich conversation around the lesson focus and provide students with a vehicle to extend their understanding. Introduce routines and practices for discussion that promote academic discourse, such as the following:

- Provide wait time to allow all students time to think and respond.
- Introduce clear routines for peer discussion during Accountable Talk.
- Model and practice using academic vocabulary (e.g., “schema”) during discussion.
- Set the expectation that students confirm, contradict, or extend their peers’ remarks.
- Reinforce that students use evidence from the text to support their responses.

Weekly Homework

This week, students are responsible for the following:

- **Core Text:** Read the following chapters from *Amari and the Night Brothers*:
 - Lesson 1.1: Chapters 2–3
 - Lesson 1.2: Chapters 4–6
 - Lesson 1.3: Chapters 7–8
 - Lesson 1.4: Chapters 9–10
 - Lesson 1.5: Chapters 11–12
- **Vocabulary:** Make at least ten additions to your Word Map by the end of the week.
- **Reading:** Read for an additional 30 minutes nightly.

Help students understand daily and end-of-week expectations so they can plan accordingly.

Assigned Reading

In this Unit, the pace of assigned reading picks up. Students will now be juggling reading an assigned novel and 30 minutes or more of choice reading. Learning to manage both of these types of reading, and developing the stamina to read for an hour or more at a time, are essential skills for middle school success.

FANTASY

Name: _____

Fantasy Genre Schema

Common Elements	<i>Fantasies I've already read/watched</i>	<i>Amari and the Night Brothers</i>	<i>The False Prince</i>			

Fantasy Genre Schema (continued)

Name: _____ **FANTASY**

Common Elements						

Fantasy Genre Schema

FANTASY

Sample Organizer

Common Elements	Fantasies I've already read/watched	<i>Amari and the Night Brothers</i>	<i>The False Prince</i>		
Magic	HP - school for wizards Narnia - talking animals	bureau of supernatural affairs, supernaturally enhanced talent			
Imaginary World	HP - Wizarding World Narnia	bureau of supernatural affairs			
Inequality	HP - mudbloods/ purebloods	rich kids vs. scholarship kids			
Danger/Villain	Voldemort White Witch	missing brother evil magician			
Quest		missing brother			



FANTASY

Genre Card

What if...?

Authors of fantasy create alternative worlds in which to place their characters, their conflicts, and their themes. As you read Fantasy, think about the world the author is creating (physical, social, political, spiritual) and how and why s/he is creating this world. Speculate on the author's theme and intended message for you, the reader.

Setting

World-Building

Describe the world in which this novel takes place:

- Physical/ Geopolitical
- Social/Cultural
- Technological sophistication (e.g., is there gunpowder? Electricity?)

Magic System

What role does magic play? Explain the rules of magic in this world including: Where does it come from? Who has it? How do they get it? Why do you think the author set it up this way?

Power

What type of government runs this society? Who is in charge? Is there a difference between who is officially in charge and who actually makes decisions? How (un)fairly is power distributed?

Real-World Basis

Does the society seem to be based on a real-world society? Which one(s)? Why?

- Geography
- Lifestyle (clothing, homes, customs)
- Government
- Technological age (e.g., ancient, medieval, renaissance, industrial, computer)
- Social structure (gender roles, races, class structure)
- Mythology

Characters

The Hero

Who is the hero? Did he/she set out to become a hero, or was s/he forced into this role? Describe the following about the hero:

- Physical characteristics
- Place in society
- Strengths
- Weaknesses

Antagonists Great & Small

How many enemies does the hero have (internal, personal, political)? How do conflicts with these enemies drive the plot and/or develop the author's themes?

Supporting Characters

Which of these classic Fantasy roles are included in this novel?

- companion
- mentor
- (wise) fool
- romantic interest
- rival

Who plays them? How is each important to the hero's development, the plot, and/or the themes of the novel?

Mythical Creatures

What role do mythical creatures play in this novel? What types of creatures? On what mythological traditions are they based? Why do you think the author made these choices?

Plot/Theme

Central Conflicts

What are the essential conflicts in the book and how do they relate to each other and to the themes?

Good vs. Evil

Is it obvious where the good and evil lie in the book, or is it ambiguous? How does this relate to the theme?

The Quest

Is there a search for something? The necessity to accomplish something? What is it? How does this relate to the theme?

Search for Self

What does the hero learn? How does this relate to the theme?

Current Issues

What about the story reminds you of an issue in today's world?

Author's Purpose

Why do you think the author wrote this book? What was his/her theme, message, moral, or lesson for you, the reader?

FANTASY

Terms

Themes & Motifs

mythic journey
transformation
self-discovery
good vs. evil
pre-industrial civilizations
feudal societies
court intrigue
fate/destiny
invented languages
personification
symbolism
allegory
quest

Character Types

hero
mentor
apprentice
novice
adept
wizard
mage
paladin
mercenary
enchantress
merchant
tyrant
herald
barbarian
rogue
bard
healer
cleric
minion
dark lord

Fantasy Creatures

avatar
conquering horde
dragon
dwarf
elf
fairy
familiar
genie
giant
goblin
golem
imp
minion
phoenix
troll
unicorn
citadel
dungeon
hierarchy
saga
chronicle
illusion
feast
cloak
chalice

Key Vocabulary

realm
haven
ward
fortnight
vigil
honor
armor
bow
citadel
dungeon
hierarchy
saga
chronicle
illusion
feast
cloak
chalice

Fantasy Subgenres

high fantasy
low fantasy
urban fantasy
epic fantasy
dark fantasy
contemporary fantasy
sword & sorcery (heroic fantasy)
modern fairy tale
historical fantasy
science fantasy
animal fantasy
secondary world fantasy
portal fantasy
layered earth fantasy



SC-FARESEARCHCARD-CR6

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Lesson 1.2

Character (Arche)types

Getting to know—*really* getting to know—literary characters enriches our reading and our lives.

—Smith & Wilhelm, *Fresh Takes on Teaching Literary Elements*, 2010, p. 21

Today, students will practice describing, analyzing, and generalizing about the characters and character types in a variety of fantasies.

Reading: Literature 6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Reading: Literature 6.4: 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.

Language 6.4: 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.

Language 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson 1.2: Character (Arche)types

1. Do Now

Distribute **three copies of the “Character Study” organizer** to each student and display the following task.

Based on your reading last night, begin a Character Study each for Amari, Mama, and Quinton. Hold on to them as you will need them all Unit.

2. Character (Arche)types

Distribute the “**Character Types in Fantasy**” organizer and display a large version.

In Unit 1, we explored common character archetypes in mythology. Amari, Mama, and Quinton are all examples of Fantasy character archetypes.

Let’s start with Amari, our protagonist. Get out your novel and your Character Study and be ready to back up your thinking with evidence from the text.

Have students work with a peer and then as a group to answer:

- *What is Amari like as a character? What is her character type?*
- *What are some commonalities between Amari and protagonists in other Fantasy books/movies?*
- *What might that mean about Fantasy protagonists in general?*

Students add notes to their “Character Types in Fantasy” organizer. Repeat for Mama and Quinton.

Read/Write/Discuss Complex Text

Comprehension check: Students summarize with a peer and then as a group:

- *What’s happened so far in our novel? (What is a Wakeful Dream? Who sent it to Amari? Why?)*
- *What clues have we learned related to the mystery of Quinton’s disappearance?*

Students read the first two scenes of **chapter 4, pages 24–29, in *Amari and the Night Brothers***. Have students work with a peer and then as a group to discuss the following:

- *What happened in these scenes? Why might it matter?*
- **Character Studies:** *What else did we learn about Amari, Mama, or Quinton that might be important to the book? Add to your organizers.*
- **Character Types:** *What should we add to our generalizations for these character types?*
- *What does this novel have in common with other fantasies you know?*

Students add to their “**Fantasy Genre Schema**” organizers.

Vocabulary: *What vocabulary was new to you? What might it mean based on context and morphology?*

Display/distribute the **Word Map for “protagonist”**: *We’ve established that Amari is the protagonist of this novel. Let’s take a closer look at the word “protagonist.” Work with a peer to read and add to your Word Map for this week’s word. You will continue adding to this Word Map over the next few days and turn it in at the end of the week.*

Discuss briefly as a class and add to a class Word Map.

Suggested Lesson Pacing

Do Now: 10–15 minutes

Whole-Group Instruction: 15–20 minutes

Application: 15–20 minutes

Exit Ticket: 5 minutes

Coaching Focus

Students will describe, analyze, and generalize about characters and character types in Fantasy.

Reading the Core Text

Be sure to set the expectation that all students complete their assigned reading. If students do not, support them in catching up right away.

- Who didn’t complete last night’s reading? What is the plan for catching up today?
- Who still, after today’s discussion, didn’t understand what they had read?
- Do those students/any students reading below Purple have ARC Accelerator?
- Where might it be appropriate to support students with audiobook and Spanish versions?

Unpacking Character Types: *Amari and the Night Brothers*

Amari: Underdog, chosen one (Students won’t yet have the evidence for the latter.)

Mama: Parental figure

Quinton: Mentor? Idol? Both?

Suggested Vocabulary

Draw students’ attention to the use of official (or officious?) terminology:

- mandatory (p. 26)
- classified (p. 27)
- dire (p. 27)
- deemed (p. 28)
- requisite (p. 28)

3. Application

Set Focus

At the end of this week, you will need to choose the novel you want to read in a Literature Discussion Group. Today, try a new book from our Fantasy Library to prepare yourself to make an informed choice.

Be prepared to share:

- *A brief summary explaining the characters in your book.*
- *Specifics about one character in particular, including their character type and a sentence from the text that best represents that character and why.*
- *What generalizations can you suggest might be true about characters in this genre? What types of characters might be important to this genre as a whole? What makes you think that?*

Student Work

Students read. If it does not disrupt their focus, allow students to make notes on their organizers as they read.

Teacher Work

Confer with any students who, based on your observations during Whole-Group Instruction, may not have read/understood last night's reading.

Then, work with students who need additional support describing, analyzing, and generalizing about characters by asking: *Who are the characters? Select one—what are their traits? What can you infer about this character from description and/or their actions, speech, thoughts, etc.?*

Accountable Talk

Have students work with a peer to answer the following:

- *Select a character. What are they like? What character types are they? Why do you think this will matter in the novel? What evidence from the text supports your answer?*
- *What generalizations can you make about characters in this genre? What types of characters might be important to this genre as a whole?*

Then, discuss as a group: *What generalizations can you make about characters in Fantasy?*

4. Exit Ticket

Use evidence from at least two texts to complete the prompt: One type of character important to Fantasy might be... because...

5. Homework

Core Text: Read chapters 4–6 of *Amari and the Night Brothers* by tomorrow.

Vocabulary: Make at least ten additions to your Word Map by the end of the week.

Reading: Read for an additional 30 minutes. Log your reading in your ARC Reads Logbook.

Literature Discussion Groups

The following titles are the most accessible in terms of text complexity:

- *Dragons in a Bag*
- *The Barren Grounds*
- *Charlie Hernandez and the League of Shadows*
- *The Serpent's Secret*

However, prior knowledge plays a significant role in the difficulty of a given text for a particular student. Students who know a lot about a subject will be able to navigate more complex texts about it.

Continue to reinforce the importance of reading practice (e.g., reading for an additional 30 minutes nightly for homework). Texts of various degrees of complexity are available in ARC Bookshelf to support students in a high volume of practice.

Academic Discourse: Conversational Moves

During discussion, model, practice, and reinforce high-leverage conversational moves.

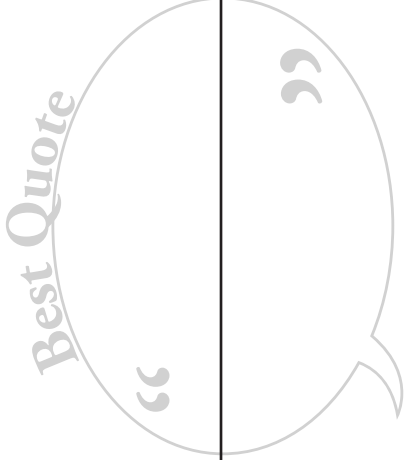
- *In the text, I notice...*
- *I agree/disagree with __, because...*
- *I think the author is trying to...*
- *I infer that __, because...*
- *I noticed that...*
- *I can connect/relate to that, because...*
- *I'd like to go back to what __ said about...*
- *I wonder...*
- *Do you think that...*
- *The lesson we can learn is...*
- *I was confused when...*
- *I predict that...*
- *The main idea might be...*

Name: _____ **FANTASY**

Character _____
 Nickname(s) _____
 Role: Protagonist Antagonist Other _____

Character Study in _____

Why did the author choose/create this character?

	Describe	Problem How does this aspect of the character relate to the problems/conflicts s/he faces?	Topic/Issue and Theme How does this aspect of the character relate to the topic/issue and themes of the text?
Vital Statistics <ul style="list-style-type: none"> • Age • Gender • Race/Ethnicity • Nationality • Class • Physical description 			
Background <ul style="list-style-type: none"> • Family • Personal History • Culture • Community 			
Personality <ul style="list-style-type: none"> • Strengths & challenges • Likes/dislikes • Thoughts/Feelings/Fears 			
Actions <ul style="list-style-type: none"> • Verbal • Physical 			

FANTASY

Name: _____

Character Types in Fantasy

Examples in					
Character (Arche) type	Generalizations/Characteristics of this Character Type in Fantasy	<i>Amari and the Night Brothers</i>	<i>The False Prince</i>	Lit. Disc. Group Title:	Examples from Other Texts



Word Map: *protagonist*

Name: _____

Prefix

prot(o)-

Greek "protos": first

prototype

Root

agon

Greek "agonia": conflict/
contest/struggle

agony

Suffix

-ist

one who (n.)

activist

Word Forms & Related Words

protagonists

Interdisciplinary Connections

Philosophy:
Protagoras (Greek philosopher)

protagonist

1. (n.) the main character in a story or drama, often involved in a struggle against something or someone

Cognates

Spanish: protagonista

Compare

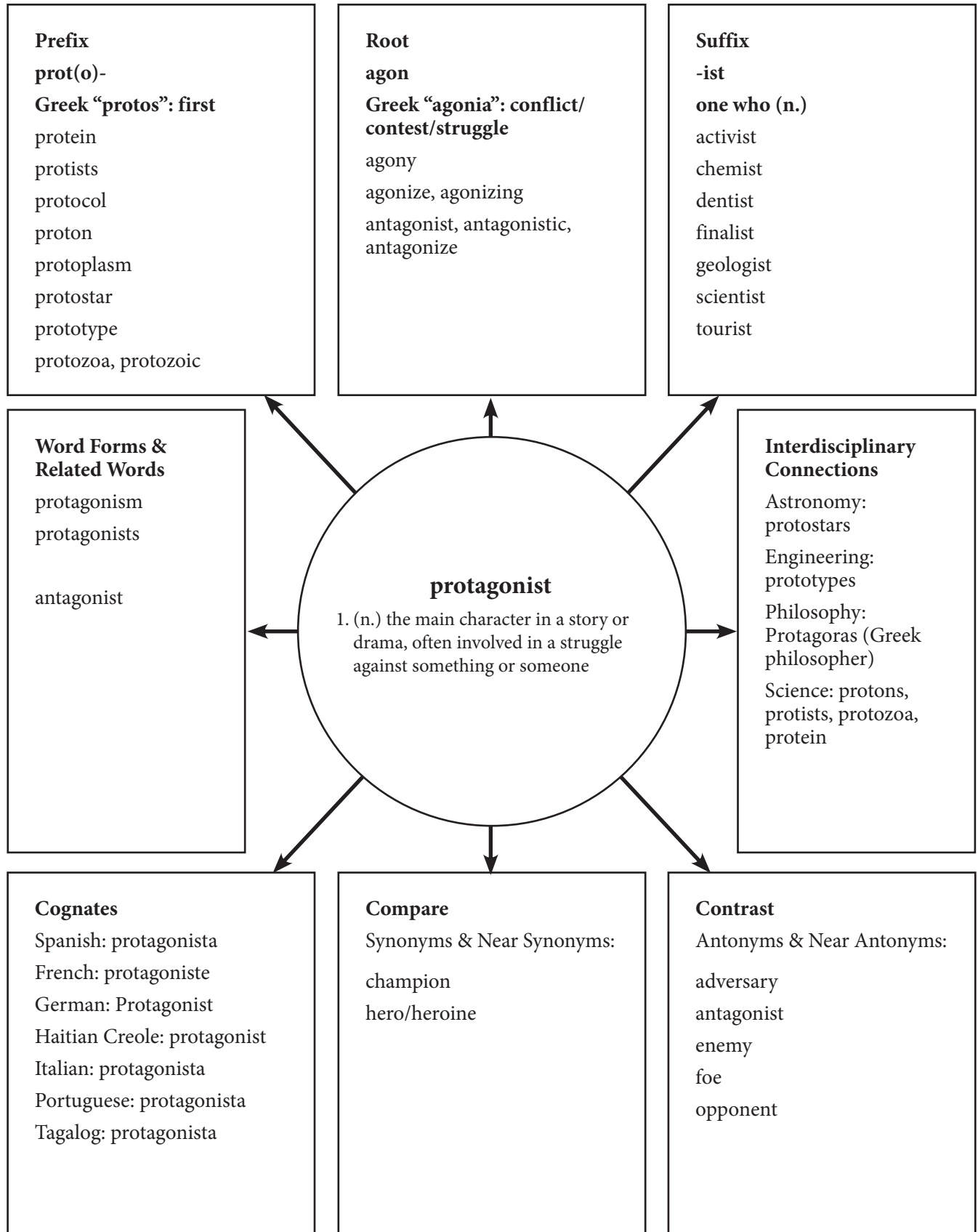
Synonyms & Near Synonyms:
hero/heroine

Contrast

Antonyms & Near Antonyms:
enemy



Example Word Map: *protagonist*



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Lesson 1.3

Characters and Theme

Today, students will return to *How to Read Literature Like a Professor: For Kids* to help analyze how authors use characters to talk about theme topics/issues in the author's world.

Reading: Literature 6.2: Determine a theme or 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.

Reading: Literature 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Reading: Literature 6.5: 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.

Lesson 1.3: Characters and Theme

1. Do Now

Make sure students have their “**Character Study**” organizers for **Amari, Mama, and Quinton**. Display the following task.

Based on your reading last night, add to your Character Studies for Amari, Mama, and Quinton.

2. Characters and Theme

Today, we will identify theme topics and possible themes based on our analysis of characters. We'll start by thinking more about why B. B. Alston might have chosen to create these characters. To help us deepen our analysis, we will revisit How to Read Literature Like a Professor.

Read/Write/Discuss Complex Text

Students read “**It’s All Political**,” pages 66–71, in *How to Read Literature Like a Professor: For Kids* by Thomas C. Foster.

Students work with a peer and then as a group to discuss each of the following, using evidence from the text and their own reasoning to justify their thinking:

- *What does Foster mean by “it’s all political”?*
- *According to Foster, how does Dickens use his character Scrooge to communicate a theme?*
- *According to Foster, what theme topic/issue did Edgar Allan Poe care about? Based on the summaries provided here, what might be the theme of “The Masque of the Red Death”? Of “The Fall of the House of Usher”? (If students need support, remind them to focus on the key literary elements: characters face a problem/situation/setting, choose an action, there are consequences to that action—the consequences suffered/earned are the lesson/theme.)*
- **Theme Topics/Issues:** *If books “have something to say about the time and place they were written in” what do you think B. B. Alston might want his readers to think about while reading Amari and the Night Brothers? What evidence from your Character Studies supports your thinking?*

Comprehension check: Students summarize last night’s reading (chapters 4–6 of *Amari and the Night Brothers*): *What was the most important thing that happened? Why is it important? (What is the Bureau of Supernatural Affairs and why does Amari want to join it?)*

Read the first two scenes of **chapter 7, pages 47–52, in Amari and the Night Brothers**. Have students work with a peer and then as a group to discuss the following, using evidence from the text and their own reasoning to justify their thinking:

- *What happened in these scenes? Why might it matter?*
- **Theme:** *How does the scene about Amari’s new phone relate to theme topics we’ve already identified? What theme(s) might Alston be communicating through the character of Mama?*
- **Vocabulary:** *What vocabulary was new to you? What might it mean based on context and morphology?*
- *What information should we add to our Fantasy organizers (Fantasy Genre Schema, Character Types, Character Studies, etc.)?*

Suggested Lesson Pacing

Do Now: 5–10 minutes

Whole-Group Instruction: 20–25 minutes

Application: 15–20 minutes

Exit Ticket: 5 minutes

Coaching Focus

Students can:

- Identify a theme topic.
- Determine possible themes based on analysis of characters.

Reading the Core Text

- Who didn’t complete last night’s reading? What is the plan for catching up today?
- Who still, after today’s discussion, didn’t understand what they had read?

Suggested Vocabulary: “It’s All Political”

- *What does it mean to “decrease the surplus population”? How do you know?* (p. 66)
- *What does “society” mean? How do you know?* (p. 67)
- Repeat for:
 - possess (p. 68)
 - plague (p. 68)
 - aristocratic (p. 68)
 - tyrant (p. 70)
- *What’s the difference between “run-down,” “ragged,” and “scruffy”* (p. 70)?

Theme Topics & the Core Texts

The core texts in this unit share at least the following theme topics:

- heroism
- injustice/inequality
- self-doubt/destiny
- family love and belonging

3. Application

Set Focus

At the end of this week, you will need to choose the novel you want to read in a Literature Discussion Group. Today, try a new book from our Fantasy Library to prepare yourself to make an informed choice.

Be prepared to share:

- *A brief summary explaining the characters in your book.*
- *Specifics about one character in particular, including how the author might be using this character to communicate a theme.*
- *What generalizations can you suggest might be true about characters in this genre? What types of characters might be important to this genre as a whole? What makes you think that?*

Student Work

Students read. If it does not disrupt their focus, allow students to make notes on their organizers as they read.

Teacher Work

Confer with any students who, based on your observations during Whole-Group Instruction, may not have read/understood last night's reading.

Then, work with students who need additional support identifying a theme topic(s) and possible themes based on analysis of the characters.

Accountable Talk

Have students work with a peer to answer the following:

- *Select a character. What are they like? Why do you think this will matter to the themes? What evidence from the text supports your answer?*
- *What generalizations can you make about characters in this genre? What types of characters might be important to this genre as a whole?*

Then, discuss as a group: *What generalizations can you make about characters in Fantasy?*

4. Exit Ticket

Use evidence from at least two texts to complete the prompt: One type of character important to Fantasy might be... because...

5. Homework

Core Text: Read chapters 7–8 of *Amari and the Night Brothers* by tomorrow.

Vocabulary: Make at least ten additions to your Word Map by the end of the week.

Reading: Read for an additional 30 minutes. Log your reading in your ARC Reads Logbook.

Hypothesizing Theme

Coach students to start identifying potential themes early in a text by paying attention to the literary elements. Assure them that as they continue reading, their evidence for and confidence in potential themes will evolve. The goal is to develop the ability to analyze literature for deeper meanings, even if the entire narrative is not yet revealed.



Comprehensible Input and Literature Discussion Groups

A book's cover and back are powerful advance organizers for students growing their English and/or literacy skills. Have MLLs explore the cover and the back of the texts in the Fantasy library in strategically organized groups, and see how much information they can find/infer for the "Genre Schema" chart based on these key text features.



Application and Differentiation

Today's goals require solid understanding of both the Core Text and the rather abstract key concept of theme. Consider facilitating a small-group reading/discussion session with your MLLs. Use the scaffolding questions provided and focus on how to navigate the text in search for clues, as well as on the actual response to the prompt.

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Lesson 1.4

Characters and Theme (Continued)

Today, students will continue to analyze and generalize about characters and theme in the genre.

Reading: Literature 6.2: Determine a theme or 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.

Reading: Literature 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Reading: Literature 6.5: 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.

Lesson 1.4: Characters and Theme (Continued)

1. Do Now

Make sure students have their “Character Study” organizers for Amari and Quinton. Distribute two additional copies of the “Character Study” organizer to each student and display the following task.

Based on your reading last night, create Character Studies for Agent Magnus and Elsie. Then add to your Character Studies for Amari and Quinton.

2. Characters & Theme Topics (Continued)

Read/Write/Discuss Complex Text

Comprehension check: Review last night’s reading: *Summarize last night’s reading: what was the most important thing that happened? Why is it important?*

Today, we will keep thinking about the theme topics/issues Alston is exploring in this novel and how he might be using characters to do that.

Last night, you met two new characters. Using your text and your Character Studies to back up your thinking, work with a peer to decide:

- *What character type is Agent Magnus? (e.g., teacher/sage/mentor) Who are other examples of this character type in other Fantasy stories?*
- *How might he relate to a theme topic of our novel? A possible theme?*
- *What character type is Elsie? (e.g., best friend/sidekick) Who are other examples of this character type in other Fantasy stories?*
- *How might Elsie relate to a theme topic of our novel? A possible theme?*
- *Look back at page 72: Why does Elsie think Amari will get a moonstone badge and what does she think that says about Amari?*
- **Vocabulary:** *What does “legendary” (page 72) mean in this context? How does that relate to commonalities among Fantasy protagonists?*

Work as a class to add to the “Fantasy Genre Schema” and “Fantasy Character Types” organizers.

Suggested Lesson Pacing

Do Now: 5–10 minutes

Whole-Group Instruction: 10–15 minutes

Application: 25–30 minutes

Exit Ticket: 5 minutes

Coaching Focus

Students can:

- Identify a theme topic.
- Determine possible themes based on analysis of characters.

Reading the Core Text

- Who didn’t complete last night’s reading? What is the plan for catching up today?
- Who still, after today’s discussion, didn’t understand what they had read?

Literary Elements Communicate Theme

The “Literary Elements Communicate Theme” thinking map is included at the end of this lesson. Introduce it now if you think it would be a useful tool for students.

3. Application

Set Focus

At the end of this week, you will need to choose the novel you want to read in a Literature Discussion Group. Today, try at least two new books from our Fantasy Library to prepare yourself to make an informed choice.

Be prepared to share:

- *A brief summary explaining the characters in your book.*
- *Specifics about one character in particular, including how the author might be using this character to communicate a theme.*
- *What generalizations can you suggest might be true about characters in this genre? What types of characters might be important to this genre as a whole? What makes you think that?*

Student Work

Students read. If it does not disrupt their focus, allow students to make notes on their organizers as they read.

Teacher Work

Confer with any students who, based on your observations during Whole-Group Instruction, may not have read/understood last night's reading.

Then, work with students who need additional support identifying a theme topic(s) and possible themes based on analysis of the characters.

Accountable Talk

Have students work with a peer to answer the following:

- *Select a character. What are they like? What conflicts do they face? Why do you think this will matter in the plot? The theme? What evidence from the text supports your answer?*
- *What generalizations can you make about characters in this genre? What types of characters might be important to this genre as a whole?*

Then, discuss as a group: *What generalizations can you make about characters in Fantasy?*

4. Exit Ticket

Answer the question: One type of character important to Fantasy might be.... because.... using evidence from at least two texts.

5. Homework

Core Text: Read chapters 9–10 of *Amari and the Night Brothers* by tomorrow.

Vocabulary: Your Word Map is due tomorrow. Make sure you have at least ten additions.

Home Connection: Your Home Connection is due tomorrow.

Reading: Read for an additional 30 minutes. Log your reading in your ARC Reads Logbook.



Sentence Frames to Support Oracy/Literacy Skills

If needed, provide sentence frames, in writing, to facilitate sharing (*I read... The characters are... The conflicts are... I think this will matter to the plot because... I think this will matter to the theme because... I think this book belongs in the genre because...*).



Literary Elements Communicate Theme

Literary Elements in _____ (title)				
Character(s)			Plot	
Protagonist	Antagonist	Other Characters	Central Conflict/Problem	
			Grappling with it...	
Setting				
Physical	Social/ Cultural	Political/ Economic	Historic	Resolution
				Subplots (reinforce, clarify, or complicate)
Theme/ Message What lesson/ message/ point/theme/ moral can you infer from these literary elements?				

Lesson 1.5

Pre-Assessment: Literary Analysis #1

Today, students will draft a short literary analysis that includes all the basic Elements of Argument (claim, evidence, and reasoning).

Reading: Literature 6.2: Determine a theme or 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.

Writing 6.1: Write arguments to support claims with clear reasons and relevant evidence.

Lesson 1.5: Draft Literary Analysis #1

1. Do Now/Draft Literary Analysis #1

Distribute the “Week 1: Pre-Assessment” and Rubric for a Proficient Literary Analysis.

Display the following task: *Use what you have read so far in Amari and the Night Brothers to answer: “What is a theme of this text and how is it conveyed through literary elements?”*

When you finish your constructed response, try a new book from our Fantasy Library. You will rank your top three choices for your Literature Discussion Group novel by the end of class today.

2. Exit Ticket

Turn in the following:

- Your Pre-Assessment: Constructed Response #1.
- A list of your top three choices for your Literature Discussion Group novel.
- Your Word Map for this week and your Home Connection.

3. Homework

Core Text: Read chapters 11–12 of *Amari and the Night Brothers* by our next class.

Reading: Read for an additional 30 minutes. Log your reading in your ARC Reads Logbook.

Extra Credit: Watch a Fantasy movie/TV show and come to our next class ready to add evidence from it to our “Fantasy Genre Schema” organizer.

Suggested Lesson Pacing

Expect this pre-assessment to take most, if not all, of today’s time.

Coaching Focus

Resist coaching today. The goal of this Pre-Assessment is to assess students’ current literary analysis skills, including what they do and don’t remember from Unit 1. Use the Constructed Response Assessment Guide at the beginning of this week to support your analysis of student work.

Constructed Response Assessment Guide

At the end of Weeks 1–4, and any other time you need insight into what they’ve learned and/or how they will perform on state test writing assignments, have students demonstrate their current proficiency with writing literary analyses by answering the question: *What is a theme of this text and how is it conveyed through literary elements?* Use the suggested texts or any other text you choose.

Materials

- Copies of the assessment
- Copies of the grade-level text
- Pencils or computers

Evaluation

Use a state test rubric and/or the Grade 6 Rubric for a Proficient Literary Analysis to sort students’ completed work into four piles:

- Proficient: Understood the text, correctly answered the question, and wrote a well-constructed essay. Keep your standard of proficiency high.
- Approaching proficient: Understood the text and correctly answered the content of the question but needs work on writing an argument essay.
- Developing: Understood the text but doesn’t seem to understand what a theme is or how the author uses literary elements to convey it.
- Emergency: Did not understand the text.

Implications for Instruction

Use the results of your sort to determine the following:

- Whole-group instructional needs
- Small-group instructional needs
- Intensive individual interventions

Reflect and Plan

Use students’ Literary Analyses to evaluate the effectiveness of this week’s instruction. For next week, plan how to meet students’ needs in whole-group, small-group, or individual coaching.

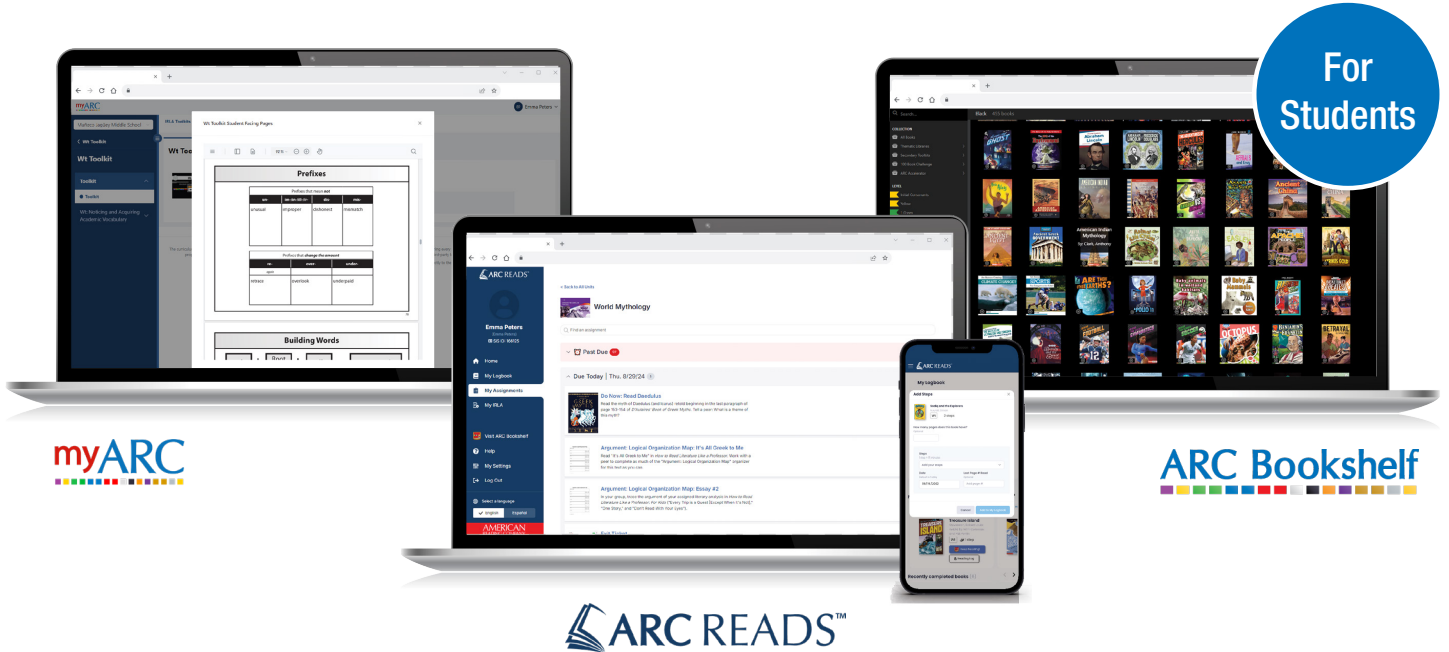
- **Theme:** Which students need further instruction in determining a theme and how it is conveyed through literary elements?
- **Literary Analysis:** Which students need further instruction on writing a literary analysis? Prioritize your Writing Conference time next week to coach these students.

Organize students into Literature Discussion Groups based on their selections from the Exit Ticket. Prepare a list to share with the class at the beginning of Lesson 2.1.

Digital Resources



- ✔ **Interactive** Teacher Guides and Student Assignments
- ✔ Writing
- ✔ Thematic eLibrary (yearlong)
- ✔ Assignment Management
- ✔ Student-Editable Documents
- ✔ Online Feedback



Job-Embedded Professional Learning

All ARC® professional learning is structured around a cognitive apprenticeship model, including but not limited to a workshop, leadership learning sessions, collaborative planning/grade group meetings, “fishbowl” demonstration lessons, and 1:1 support, as needed. Blended professional learning combines the familiar impact of face-to-face coaching with the enhanced differentiation of virtual learning.

Types of Professional Learning Sessions

1. Leadership Team Meetings

- Leadership Team Meetings are held each visit to review data that informs professional learning and can be used to provide feedback and support to teachers.
- Leadership has opportunities to refine their skills, with support from the ARC Executive Coach as a model/thinking partner.

2. On-Site Workshop

- Participants work in a whole-group setting with interactive model lessons, hands-on learning experiences, simulations, videos, practical applications, and current professional literature.

3. Collaborative Planning Meetings

- Grade Group Teams meet in research teams to plan for literacy instruction around four key components: task, skills required, instruction, and results.
- Grade groups monitor, plan, and edit student intervention plans and track rate of progress and/or focus on a specific Action Step as a grade group.

4. Research Lessons and Modeling

- ARC Executive Coach leads or co-facilitates demonstration lessons in classrooms with teacher grade groups while peer colleagues observe.
- Elbow-to-elbow coaching sessions with one teacher and one child, or one teacher and a small group of students, working together with an ARC Executive Coach while peer colleagues observe.

5. Accountability Systems/Feedback Loops

- **Levels Accuracy**
To ensure students get the right instruction and practice at their point of need, school teams conduct reviews to ensure IRLA scoring accuracy and provide additional support for teachers to calibrate assessment practices.
- **Learning Walks**
Classroom visits during which the ARC Coach, Principal, and Leadership Team observe and collect data on a specific metric for 15 minutes and then debrief and transition to the next classroom.
- **One-on-One**
ARC Executive Coach provides differentiated support to individual teachers.
- **Quarterly Review**
Meeting with the ARC Executive Coach and Leadership Team to review quarterly data and to ensure the alignment of school systems.

6. Family Workshops

- ARC Executive Coach works with the school to establish and maintain academically successful reading routines at home.
- ARC Executive Coach participates and supports during parent/teacher meetings.
- ARC Executive Coach supports school implementation of parent coaches and volunteers.

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REPRESENTATIVE SAMPLE