The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 1 – 6th Grade

Grade: 6
Topic: Sensory Details/Quaker Read
Instructional unit: Narratives
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The task:

The students will be provided with a copy of the same teacher-selected narrative. The teacher will read the narrative to the class first. Students then read the narrative silently and highlight sensory details and figurative language that appeal to them. Students will then orally share their highlighted selection by “Quaker reading”*. The class discusses and charts the strategies that were most engaging to the reader, specifically as they relate to figurative and sensory details.

Differentiation:

Teacher will highlight in a light color selected sensory details and figurative language. The student will then highlight in a different color over the selections that appeal to him (Students may also highlight a selection not identified by the teacher if they choose.).

This task could be completed in a small group setting with an alternate narrative at the student’s independent reading level maintaining grade level content.

Focus Standard:

**ELA6R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

a. Identifies and analyzes sensory details and figurative language.
b. Identifies and analyzes the author’s use of dialogue and description.
h. Responds to and explains the effects of sound, figurative language, and graphics in order to uncover meaning in literature:
   i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)
   ii. Figurative language (i.e., simile, metaphor, hyperbole, personification)
   iii. Graphics (i.e., capital letters, line length, bold face print, italics).
Circumstances of the assignment/Notes to the Teachers:

*‘Quaker Reading’ guidelines:
  1. Students select their favorite highlighted quotes to read. These could be sentences, short phrases, or dialogue.
  2. Teacher begins the activity by reading one of his or her quotes.
  3. Students spontaneously share one selection with the class; however, they can chime in again once everyone has had a chance to share.
  4. A student may repeat a selection shared by another student.
  5. Students must show respect for others by stopping when another starts to read.
  6. The teacher decides when to end the activity.

Anything that is charted as a class, the students should record in their journal or notebook.