

Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking and Listening, Language
Grade 6



Grade 6 English Language Arts Overview

Description

As sixth graders enter middle school they continue to develop as avid readers and writers. In this process, they will internalize lessons such as choosing books wisely, monitoring for comprehension, and keeping track of their reading. They will also deepen their experience with the structures of the reads and writers workshop. Sixth grade writers can describe something well and tell a story successfully. They practice the organization and development of essays. These students continue to learn techniques for improving a piece of writing, reworking the text to clarify meaning, to bring life and color to their writing, and to correct writing errors. In middle school, language arts consists of all aspects of communication including reading, writing, usage and mechanics, grammar, speaking, and listening.

Grade 6 Language Arts Year-at-a-Glance

Pacing Guide

	Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
Semester 1	1. Launch	Habits and dispositions: Establishing the Readers Notebook	Habits and dispositions: Establishing the Writers Notebook	Review and Diagnostics	Journal or Reader's/Writer's Notebook Entries
	2. Exploring Short Texts with Close Reading	Focus on annotating texts for close reading with an emphasis on where and why to pause and reread for deeper meaning; creating text-dependent questions	Argument Writing - Taking a stance on reading and developing a literary argument	End punctuation Compound Sentences	Published Literary Argumentative Essay
	3. Analyzing the	Analyzing character	Narrative Writing –	Comma: with	Published Fictional

	Development of Complex Character Across Time and Texts	change in text and film: Point of view and Narrative Perspective	defining a character: Crafting Point of view and Narrative Perspective	conjunctions in compound sentences Introductory elements	Narrative
	4. Nonfiction Reading: Navigating Expository, narrative, and Hybrid Texts	Analyzing the structures of Informational Texts: Point of view, perspective, and bias	Argument writing: taking a stance, developing a claim	Verb Tenses: Present, past, and future interrupters	Published Argumentative Essay
Semester 2	5. Interpreting Texts across various mediums	Analyzing structural and thematic patterns in literary texts and visual texts	Informational Essay – comparing themes across mediums	Pronouns and antecedents Apostrophe: single possessive nouns	Published Literary Essay Performance Task
	6. Review Reading Comprehension: Test Taking Strategies	Responding to reading comprehension questions	Writing in a timed situation	Review of CMT grammar, usage, and mechanics	
	7. Poetry	Reading and analyzing the form and structure of poetry	Writing poetry	Verbs: linking and Auxiliary Comma with closing element Homophones	Published poems incorporating various mediums (art, music, technology)
	8. Social Issues Book Clubs	Analyzing issues that characters face in texts	Narrative Writing – creative non-fiction about ideas in the text Informational essay	Apostrophe: Plural Possessive nouns Gerunds	Informative Essay – the PSA; Creative non-fiction
	9. Reflection	Evaluate contents of literacy folder to determine portfolio entries.	Written self-reflective	Review and self-assessment	Final Portfolio

<p>Reading Resources <i>FPS Units of Study for Reading Workshop</i> <i>Mentor Texts</i> (common texts used for modeling) Book Club Texts by level</p>	<p>Writing Resources <i>FPS Units of Study for Writing Workshop</i> <i>Mastering the Mechanics Grades 6-8</i> by L. Hoyt and T. Therriault <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar, 2nd Edition</i> by H. Noden</p>
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Grade 6 Overview: Reading and Writing		
<p>Central Understandings Students will learn to:</p> <ul style="list-style-type: none"> • Vary reading strategies according to purposes for reading and the nature of the text, using skimming and scanning when appropriate • Formulate questions and/or research topics and selects relevant information from a range of reading materials • Make generalizations and draws conclusions about issues encountered in texts • Describe links between personal experiences and ideas/arguments in text • Offer critical opinion or analysis of reading passages in discussion 	<p>Course Essential Questions</p> <ul style="list-style-type: none"> • How do we understand what we read? • How does literature enrich our lives? • How do we write, speak, and present effectively? • How do we use the English language appropriately to speak and write? 	<p>Assessments:</p> <ul style="list-style-type: none"> • Fairfield Public Schools benchmark Reading Assessments • District-wide Writing prompts • Fountas and Pinnell Benchmark Reading Assessment (when appropriate)

<ul style="list-style-type: none"> ● Support personal appraisal of text using relevant citations ● Describe literary elements of fiction--plot, character, setting, theme, foreshadowing ● Identify literary conflicts ● Make connections among texts, recognizing similarities of themes and values ● Recommend books to others ● Read widely for pleasure, for interest, and for learning ● Use planning and organizational strategies ● Use a variety of sentence types and structures ● Write paragraphs with an identifiable topic sentence and supporting details ● Use a range of writing styles for purpose and audience such as narrative, expository, persuasive ● Write expository essays with a logical sequence of ideas and sufficient supporting details and/or examples ● Explore persuasive elements, including point of view ● Revise text with a continued focus on logical sequence of ideas and supporting details ● Employ a wider range of vocabulary, reflecting shades of meaning 		
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<ul style="list-style-type: none"> Exhibit proofreading skills to correct most usage, spelling, punctuation, and capitalization errors. 		
Standards Common Core State Standards		National Assessments: SBAC

Grade 6 Workshop Unit 1: Launching the Readers and Writers Workshop

Unit Overview

In this unit, students will be inspired to take charge of their reading and writing life in new and exciting ways by developing *Intellectual Independence*. We want our students to be internalizing the strategies they have practiced and applied extensively in prior school years. Students should begin to reflect on what kind of readers they are and be instructed in strategies and routines for monitoring their reading growth. The launch will be a time for teachers to assess all students on comprehension and fluency. Teachers also can use this time to preview future units. Most importantly, the launch is a time for teachers to inspire their students about the good work ahead.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none">Stressing the importance of staminaMaking appropriate book choicesTaking charge of reading by using tracking systemsCarrying forward reading expertiseDemonstrating evidence of thinking while readingTalking with focus and purpose about reading	<ul style="list-style-type: none">Establish routinesDevelop stamina in the writer's notebookGenerate writing ideasProduce several entries in the writer's notebook as an outcome of the unit	<p><u>Review / Reteach</u></p> <ul style="list-style-type: none">End punctuation <p><u>New Teaching:</u></p> <ul style="list-style-type: none">Shared text-specific vocabVocabulary word attack skills (roots, reminds me of, prefixes, etc.)

Assessments

- FPS Benchmark Reading Assessment
- FPS Writing Prompt
- Revised Close Reading Response

Common Core Standards Emphasized in the Unit

RL.6.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn

from the text.

RL.6.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.6.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.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 specific word choices on meaning and tone, including analogies or allusions to other texts.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories;

W.6.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 6.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Grade 6 Workshop Unit 2: Exploring Short Texts with Close Reading

Unit Overview

In this unit, students are taught to “read between the lines,” where they will learn how to withhold judgment, and to understand that their initial reading of a text, and initial understanding is partial. In increasingly complex texts and stories, characters change over time, or sometimes they reveal these changes gradually. Students will also work on *imagining* scenes in their stories, as well as the scenes that come between scenes.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none">• Focus on annotating texts for close reading with an emphasis on where and why to pause and reread for deeper meaning; creating text-dependent questions• Reading for subtext, as well as for text• Envisioning texts - paying attention to details in the story and filling in with more imagined sights, sounds, and atmosphere• Being alert to shifts in time and place• Persisting through challenging texts	<ul style="list-style-type: none">• Argument Writing• Taking a stance on reading and developing an argument• Gathering literary evidence• Articulating reasoning (logic)• Crafting intriguing introductions• Embedding evidence• Crafting conclusions and recommendations	<ul style="list-style-type: none">• End punctuation• Compound Sentences

Assessments

- Published Argumentative text

Common Core Standards Emphasized in the Unit

RL.6.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.6.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.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 specific word choices on meaning and tone, including analogies or allusions to other texts.

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

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

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

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

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Grade 6 Workshop Unit 3: Analyzing the Development of Complex Character Across Time and Texts

Unit Overview

In this unit, students engage in the thoughtful analysis of characters. Building from their understanding of characterization and character traits, 6th graders dig deeper to analyze the ways that complex characters change and develop as elements of the plot unfold. Readers will learn to annotate texts as a means to identify points in the text that help them get to know a character. Students will be taught to cite the specific spots in the book that support their observations and analysis about a character and the inferences they draw from a particular text

In this unit, readers will benefit from the intellectual support of book club conversations, learning to use their book club buddies to build collaborative interpretations. In this unit, readers will be accountable for their collaborative reading work. Club members need to help each other get started, explain what they know, and then talk regularly as the story is unfolding about their observations, expectations, and interpretations. This unit aims to support students in developing into more powerful readers of complicated texts.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none">• Understanding and Visualizing the Setting as a Precursor to Inferring about Character• Making inferences about Characters• Identifying character motivation• Analyzing Point-of-View• Recognizing empathy• Making predictions about characters• Tracking the ways that a character changes	<ul style="list-style-type: none">• Use mentor texts to learn and apply craft techniques to lift the quality of their writing (reading like a writer)• Selecting a SEED idea that will become a published piece• Applying grade-level narrative craft elements• Drafting effective leads• Work in partnerships to share their drafts (provide and receive feedback)	<ul style="list-style-type: none">• Comma: with conjunctions in compound sentences• Introductory elements

Assessments

- Published Narrative text

Common Core Standards Emphasized in the Unit

RL.6.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.6.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.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 specific word choices on meaning and tone, including analogies or allusions to other texts.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant

evidence, observations, and ideas.

Grade 6 Workshop Unit 4: Nonfiction Reading: Navigating Expository, narrative, and Hybrid Texts

Unit Overview

In this unit, students will analyze informational texts including expository texts and narrative nonfiction. The unit begins with an emphasis on expository texts with specific instruction in expository text structures. The unit spotlights the skills of determining importance, finding the main ideas and supportive details, summary, synthesis, and reading to learn. Students are taught how to increase their expertise with interpretation, cross-text comparisons, synthesis, research, and nonfiction projects. For students to be able to ascertain the big ideas in a nonfiction text in such a way that they can summarize as well as think critically about them, they need to grasp the text's infrastructure of ideas and supporting details.

Later, students are introduced to narrative nonfiction, and the focus shifts to analyzing the ways in which expository and narrative texts differ in structure. Student then apply these strategies to their own writing by writing an argumentative essay on the topic of their choice.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none">Identifying the structures of non-fiction texts (chunking)Choosing appropriate texts and reading with staminaGrasping the main idea in nonfiction textsSharing our analysis and understanding of the main idea in a textMonitoring and adjusting reading strategies for more complex textsApplying reading strategies for fictional texts to narrative nonfiction	<ul style="list-style-type: none">Use strategies to generate ideas about a character (lists, free writes, sketches, character maps, t-charts).Consider the specific audience for their writingCombine ideas in meaningful ways (may address variety of sentences)Draw upon reading and personal experiences to develop ideas for writingSupporting our ideas with evidenceUtilize text structures to enhance our writingConsider and implement the most	<ul style="list-style-type: none">Verb Tenses: Present, past, and futureinterrupters

<p>(character/narrator)</p> <ul style="list-style-type: none"> • Seeking underlying ideas in narrative non-fiction • Identifying patterns in narrative nonfiction • Independently practice active reading strategies with independent reading on a daily basis. (summarizing, predicting, visualizing, and note-taking) • Use student questions to guide whole-class discussion and annotation of shared text. 	<p>effective point of view for our writing</p> <ul style="list-style-type: none"> • Write provocative leads which acknowledge the situation which necessitates action • Use a consistent, personal voice • Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely • Rely on partners to help us edit and revise our work 	
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<p>Assessments</p> <ul style="list-style-type: none"> • Published Argumentative Text
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Common Core Standards Emphasized in the Unit
<p>RI.6.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a 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</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Grade 6 Workshop Unit 5: Interpreting Themes and Ideas Across Mediums

Unit Overview

As students encounter more challenging texts, their understandings of the major elements of these texts are deepened as they make connections across texts, including connections to visual texts. In this unit, students will analyze how themes, and archetypal thematic patterns are crafted in interpreted in different forms and genres.

Reading Focus

- Analyzing structural and Thematic Patterns across texts
- Comparing texts considering similarities and patterns in these texts
- Exploring and analyzing how different authors interpret and larger idea
- Analyzing the differences within two texts and explore how those differences affect the stories' meanings
- Explain how the characters, events, and issues in texts cause us to think differently about their own lives
- Examine craft and structure of visual texts
- Understand cuing systems in complex texts
- Think metaphorically about the problems characters struggle with

Writing Focus

- Use strategies to generate ideas about a character (lists, free writes, sketches, character maps, t-charts).
- Compare our thinking from the beginning of a text to the end of the text
- Consider the specific audience for our writing
- Apply our understanding of essay structure
- Combine ideas in meaningful ways (may address variety of sentences)
- Developing a controlling idea to organize our writing
- Formalize our controlling idea into a thesis statement
- Supporting our ideas with solid evidence
- Consider and implement the most effective point of view for our writing
- Write provocative leads which acknowledge the situation which necessitates action

Grammar, Usage, and Mechanics Focus

Pronouns and antecedents
Apostrophe: single possessive nouns

	<ul style="list-style-type: none"> • Use a consistent, personal voice • Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely • Rely on partners to help us edit and revise our work 	
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<p>Assessments</p> <ul style="list-style-type: none"> • Published Literary Essay
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Common Core Standards Emphasized in the Unit
<p>RL.6.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.6.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Grade 6 Workshop Unit 6: Reading and Writing for a Test

Unit Overview

This micro-unit is to prepare students for the upcoming SBAC assessments for reading and writing. A major aim of this unit is to support students in bringing forward strategies for each genre that they have been taught throughout the year.

Reading Focus

Review of test taking Reading Strategies

Writing Focus

- Review of timed writing strategies

Grammar, Usage, and Mechanics Focus

- Review SBAC Grammar and usage

Assessments

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Common Core Standards Emphasized in the Unit

Grade 6 Workshop Unit 7: Poetry

Unit Overview

This unit of study on reading and writing poetry will teach young writers to read and write with an ear for appreciating the pace and rhythm of words, and to care not only about their topics but also about the way they write about those topics. Poetry can teach adolescents to deliberately craft language, trying things on the page with purpose, hoping to create special effects. Poetry can encourage students to see the world with fresh eyes, to describe exactly what they see and hear and feel. Poetry helps teach young writers that a small craft move can create a big impact.

Students will read and analyze poems at increasingly deeper levels. Students will put poetry alongside other texts (print and non-print) to analyze ideas across texts. The unit culminates as a poet would by collecting a bundle of their best work to share—your young poets can cull their best pieces and create a chapbook, or personal or class anthology, and put them on display or organize a reading. Poetry provides our students with a vehicle to write and read across genres, strengthening their ability to think critically.

Reading Focus

- Reading poems aloud multiple times and with varied voices or points of view.
- Analyze the structures of poetry
- Close re-reading of poetry (Who is the speaker/narrator. What is happening, favorite lines, questions, images – what are they and why are they being included, who is the audience, how does the title match the poem, how does the poem look and why, tone, etc....)
- Looking across texts and genres (analyze/synthesize multiple

Writing Focus

- Explaining ideas developed through reading focus.
- Informative essay exploring a theme expressed in a poem.
- Poetry imitations
- Found poems
- Art-inspired poem
- “Seven-room” poem
- Maintain focus in their writing.
- Use a consistent, personal voice in their writing.
- Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely

Grammar, Usage, and Mechanics Focus

- Verbs: linking and Auxiliary
- Comma with closing element
- Homophones

<p>poems/texts, consider similar themes/ideas in different texts, consider how similar themes are handled differently in different texts, compare the experience of listening to a poem to that of reading one, compare poems with music, art, video</p> <ul style="list-style-type: none"> • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed, and demonstrate understanding of multiple perspectives • Discuss using evidence from the text to back up ideas. 	<ul style="list-style-type: none"> • Rely on partners to help us edit and revise our work 	
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<p>Assessments</p> <ul style="list-style-type: none"> • Student Published Poems; Explanatory essay examining how different authors/genres treat a similar theme.
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<p style="text-align: center;">Common Core Standards Emphasized in the Unit</p> <p>RL1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or</p>

provoke a decision.

RL 9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RI 3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI 5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

SL 1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL 4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL 5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Grade 6 Workshop Unit 8: Social Issues Book Clubs

Unit Overview

This unit encourages readers to shift from reading for plot toward reading for ideas. Social issues book clubs ask readers to read and revisit books, thinking about the ways in which the books address themes and ideas. Students are asked to think about ways books are similar and different, one book to/from the next. This unit not only teaches students to think between and among texts they read, it also invites students to think between the text and their lives; social issues book clubs encourage children to see that reading can help us deal with the issues of our lives. All of this work actively supports intertextuality

Students will develop an argumentative piece of writing to demonstrate an understanding of social issues.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none">• Characters in books belong to groups as we do.• Social issues hide within a text.• Reading with multiple lenses.• Reading thematically.• Connecting issues to other media.	<ul style="list-style-type: none">• Compare and contrast how authors develop similar themes.• Write an explanatory essay to demonstrate understanding of social issues.• Maintain focus in their writing.• Use a consistent, personal voice in their writing.• Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely• Rely on partners to help us edit and revise our work	<ul style="list-style-type: none">• Apostrophe: Plural Possessive nouns• Gerunds

Assessments

- Social Issues Performance Task – Argumentative Writing

Common Core Standards Emphasized in the Unit

RL1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL 2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL 3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL 9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RI 3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI 5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

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

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

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented

SL 1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL 2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Grade 6 Workshop Unit 9: Reflecting on our Growth as Readers and Writers

Unit Overview

At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

Reading Focus

- Evaluate contents of literacy folder to determine portfolio entries.
- Create a portfolio that demonstrates progress towards literacy goals and evidence of growth.
- Articulate their evolution as writers and readers by sharing their portfolio with parent/guardian.
- Analyze independently a theme common to more than one text.
- Provide textual evidence to support interpretations of themes in their independent reading.
- Choose personally challenging independent reading selections and reflect upon these choices.
- Create personal meaning from

Writing Focus

- Write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language.

Grammar, Usage, and Mechanics Focus

- Review of major concepts

their independent reading.		
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Assessments

- | |
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| <ul style="list-style-type: none">• Portfolio |
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Common Core Standards Emphasized in the Unit

R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

R.L.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

R.L.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.6.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.