

Essential Questions:

1. What do Good Readers do?
2. Am I clear about what I just read? How do I know?
3. Author's choice: Why does it matter?
4. What makes a story a "great" story?
5. What do good writers do?
6. What's my purpose and how do I develop it?
7. Writing clearly: What makes a difference?
8. Final product: What does it take?
9. Why do the rules of Language matter?
10. Communicating clearly: What does it take?
11. How does Author's choice impact an audience?
12. What makes collaboration meaningful?
13. Making meaning from a variety of sources: What will help?

Unit/Time Frame	CCSS	Skills	Assessments	Suggested Resources
<p>Unit 7 Personal Narrative</p> <p>Suggested order</p> <ol style="list-style-type: none"> 1. Overview of genres 2. Plot structure 3. Introduce grammar skills throughout. 	<p>READING LITERATURE</p> <p>R L.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</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>READING LITERATURE</p> <ul style="list-style-type: none"> ● explain different genre forms ● Define elements of plot structure ● Identify elements of plot structure ● Explain how plot is developed ● Define textual evidence ● Define inference ● Explain how a reader uses evidence to reach a logical conclusion ● Read closely ● Find answers explicitly in text 	<ul style="list-style-type: none"> ● Reading Journals ● Quizzes ● Tests ● Daily assignments ● Socratic Circles ● Pre-writing assessment mid to late September(TBD) 	<p>Textbook</p> <p>Writing Handbook in back of text</p> <p>Grammar and Writing workbook</p> <p>Thinking Maps</p> <p>MAISA Launching the Writer's Notebook</p> <p>Unit</p> <p>Websites:</p> <p>Jing</p> <p>Stupeflix</p> <p>Animoto</p> <p>Show Me</p>

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	<p>RL.6.2 Determine the 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 and judgments.</p> <p>RL. 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>RL. 6.9 Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person.)</p> <p>READING INFORMATIONAL</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ● Find answers that require an inference ● Analyze author’s words ● Determine textual evidence needed to support explicit and inferential questions <p>READING INFORMATIONAL</p> <ul style="list-style-type: none"> ● Define textual evidence ● Define inference ● Explain how a reader uses evidence to reach a logical conclusion ● Read closely ● Find answers explicitly in text ● Find answers that require an inference ● Analyze author’s words ● Determine textual evidence needed to 		

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	<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.6.4 Determine the meaning of words and phrases as they are used in a text, including connotative and technical meanings.</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</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. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>support explicit and inferential questions</p> <ul style="list-style-type: none"> ● Define central idea ● Determine how an author's use of details conveys the central idea. ● Define summary ● Compose a summary ● Define and identify various forms of figurative language ● Distinguish between literal and figurative language ● Recognize the differences between denotative and connotative meanings ● Analyze author's word choice ● Locate textual evidence that supports central idea ● Analyze text to determine author's purpose for including specific information ● Recognize how a particular sentence, paragraph, or chapter contributes to the overall text and its meaning ● Define point of view ● Determine point of view 		

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<p>After Pre-Assessment</p>	<p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>WRITING W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p>	<ul style="list-style-type: none"> ● Analyze how point of view is developed ● Recognize how authors present information differently based on point of view ● Explain the characteristics of different forms of text ● Compare how two forms of text can communicate the same topic ● Contrast how different forms of text communicate the same topic ● Closely read complex grade level texts ● Reread to clarify ideas ● Use reading strategies to help understand difficult text <p>WRITING</p> <ul style="list-style-type: none"> ● Use narrative techniques to develop a story ● Use descriptive words and phrases ● Signal changes in time and place by using transition words ● Write a conclusion that 		<p>Use MAISA unit “Launching Witer’s Notebook”</p> <p>**Mentor Texts throughout **Session 11 calls for mentor checklists for writings</p>

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	<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>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.)</p> <p>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.</p>	<p>provides a sense of closure</p> <ul style="list-style-type: none"> ● Identify the writing style that best suits my task, purpose, and audience ● Use organizational structures to develop writing ideas ● Compose a clear and logical piece of writing ● Use prewriting strategies ● Recognize the importance of more than 1 draft ● Apply revision strategies ● Edit writing ● Prepare multiple drafts ● Recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. 		<p>Copies of</p> <p>Lesson 1</p> <ul style="list-style-type: none"> ● Ways we live in our Notebooks ● Ways we live during sharing time <p>Lesson 4</p> <ul style="list-style-type: none"> ● Identify small focused stories <p>Lesson 5</p> <ul style="list-style-type: none"> ● Goals to include in a rubric (for teacher) ● When I am finished ● Thought organization Chart <p>Lesson 7</p> <ul style="list-style-type: none"> ● For (teacher) Anecdotal Notes Example <p>Lesson 9</p> <ul style="list-style-type: none"> ● Rubric for student to self monitor their progress <p>Lesson 12</p> <ul style="list-style-type: none"> ● Students checklists

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	<p>W.6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>LANGUAGE</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*</p>	<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Capitalize words appropriately ● Define nonrestrictive elements ● Define parenthetical elements ● Use commas, parenthesis, and dashes appropriately to enclose nonrestrictive and parenthetical elements ● Identify misspelled words and use resources to assist in spelling ● Identify simple, compound and complex sentence structure ● Determine author's purpose for varying 		

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	<p>SPEAKING AND LISTENING</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on Grade 6 text, topics, and issues, building on others' ideas, and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>sentence structure</p> <ul style="list-style-type: none"> ● Create a written or spoken piece that mimics the style of a specific author/speaker ● Vary sentence patterns in my own writing and speaking to create an individual style <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> ● Review the required material to be discussed. ● Create questions and locate key textual evidence to contribute to a discussion. ● Identify the rules and roles necessary for collaborative discussion. ● Come prepared with key points and textual evidence to contribute to a discussion. ● Participate in a discussion ● Pose questions ● Respond to questions ● Elaborate on ideas ● Review key ideas 		

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	<p>b. Follows rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study</p>	<ul style="list-style-type: none"> ● Paraphrase other's ideas ● Explain how media and formats add meaning to a topic, text or issue. 		