

Unit Title: Launching 6th Reading	
Grade Level, Subject Area, and Unit Number: 6th, ELA, 1	Approximate Length: 2-3 weeks
Aligned Standards: (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> ● RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10 ● SL.6.1, 6.4, SL.6.6, ● L.6.4, L.6.5, L.6.6, ● RI.6.10 ● W.6.10 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● How to approach nonfiction, fiction, and poetry ● How to build productive conversations using text ● How to reflect on self as a reader, on interests and ability ● Main characteristics of fiction genres 	<p>How do I approach literature in multiple genres as a reader? How do I reflect on myself as a reader?</p>
Transfer Goals	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> ● Self-Selecting Appropriate Texts ● Self-Monitoring Understanding ● Accountable & Independent Work / Discussion 	
Learning Objectives	
<ul style="list-style-type: none"> ● I can respond to fiction, nonfiction, and poetry with: personal connections/opinions/reactions, clarifying questions, interesting facts, identifying new vocab, and visualizing ● I can create a reader’s response using evidence from fiction/nonfiction/poetry to support my thinking ● I can engage in productive conversations about a text by introducing new ideas, following up with questions, and actively listening ● I can follow one topic in a conversation through to its logical conclusion ● I can identify the primary fiction genres and expect typical ideas to appear in each genre: realistic fiction, science fiction, historical fiction, fantasy, and mystery 	
Resources	
Required Resources	Optional Resources
<ul style="list-style-type: none"> ● 6th Grade School Wide Launching 	<ul style="list-style-type: none"> ● Short story accompaniments: <ul style="list-style-type: none"> ○ High: Older Run ○ Average: Woodsong ○ Low: Eleven (Read, stop & jot, discuss, thoughtful log) ● One fiction and one nonfiction book from the library ● Exemplar of fiction sub-genres: realistic fiction, science fiction, historical fiction, fantasy, and mystery

Unit Title: Fiction Plot Unit	
Grade Level, Subject Area, and Unit Number: 6th, ELA, 2	Approximate Length: 4-6 weeks
Aligned Standards: (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> ● RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10 ● SL.6.1, 6.4, SL.6.6, ● L.6.4, L.6.5, L.6.6, ● RI.6.10 ● W.6.10 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Plot is the organizing structure of novels ● Characters change and develop throughout novels ● Readers track their thinking ● Setting can affect characters and actions 	<ul style="list-style-type: none"> ● How do I track the features of a novel?
Transfer Goals	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> ● The way you take notes will change based on the subject you are learning 	
Learning Objectives	
<ul style="list-style-type: none"> ● I can define the parts of plot and identify them within a novel ● I can identify book features including: characters, setting, conflict, and dialogue ● I can analyze how the setting affects the characters and the plot ● I can analyze how story events affect character growth ● I can track the speaker in a story by following the structure of dialogue ● I can recognize how dialogue reveals character motivation and advances plot 	
Resources	
Required Resources	Optional Resources
<ul style="list-style-type: none"> ● School Wide Fiction 	<ul style="list-style-type: none"> ● Old Yeller ● Novels with strong plot: The True Confessions of Charlotte Doyle, Touching Spirit Bear, Deep Dark and Dangerous, 39 Clues, Maximum Ride, Alex Rider: Stormbreaker, I Survived Pearl Harbor
Evidence of Learning	
Example Performance Tasks	Example Evidence
<ul style="list-style-type: none"> ● Ongoing assessment in Reader's Notebook <ul style="list-style-type: none"> ● Identify parts of plot ● Identify book features ● Analyze how two book features interact 	<ul style="list-style-type: none"> ● Summative assessment (from Schoolwide Fiction binder) evaluating performance tasks in test/constructed response format

Unit Title: Second Fiction Unit	
Grade Level, Subject Area, and Unit Number: 6, ELA, 3	Approximate Length: 4-6 weeks
Aligned Standards: (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> • RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10 • SL.6.1, 6.4, SL.6.6, • L.6.4, L.6.5, L.6.6, • RI.6.10 • W.6.10 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Convert basic understanding of book features into a deeper understanding of author’s purpose • How to identify important symbols in a text and determine their meaning 	<ul style="list-style-type: none"> • How do I apply understanding of the elements of fiction to determine the deeper meaning of the text?
Transfer Goals	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> • Students will be able to infer the author’s purpose in writing any type of text based on book/text features and through conversation 	
Learning Objectives	
<ul style="list-style-type: none"> • I can identify the mood of scenes within a story • I can see how the story is impacted by the characters’ points of view (PoV dictates action) • I can use my understanding of basic book features to determine specific author’s purpose for each work I read • I can recognize the deeper meaning behind symbols within the novel • I can identify theme based on tracing the plot and character development throughout the story 	
Resources	
Required Resources	Optional Resources
<ul style="list-style-type: none"> • SchoolWide Fiction Unit 	<ul style="list-style-type: none"> • Mentor Texts for mood: The Arrival • Mentor Text for Theme: The Lily Cupboard, • Mentor Text/Video for symbols: American Legends (John Henry) • Novels: Esperanza Rising, Nevermind, Crash, etc.
Evidence of Learning	
Example Performance Tasks	Example Evidence
<ul style="list-style-type: none"> • Ongoing checks in Reader’s Notebooks for independent study of book features, Reader’s Responses, 	<ul style="list-style-type: none"> • Myth Summative Assessment (to be created by teachers)

Unit Title: Nonfiction	
Grade Level, Subject Area, and Unit Number: 6, ELA, 4	Approximate Length: 4-6 weeks
Aligned Standards: (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> ● RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10 ● SL.6.1, 6.4, SL.6.6, ● L.6.4, L.6.5, L.6.6, ● RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10 ● W.6.10 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● How to extract information from nonfiction text ● How to paraphrase information and use as evidence to support ideas ● How to use text and book features to identify main types of nonfiction 	<ul style="list-style-type: none"> ● How do we extract meaning from nonfiction text?
Transfer Goals	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> ● Paraphrasing information and using as evidence to support ideas ● Using text features to navigate and better understand text 	
Learning Objectives	
<p>*Students will be able to... OR I can...</p> <ul style="list-style-type: none"> ● I can identify the three main types of nonfiction: reference, literary, and biography ● I can navigate reference nonfiction using text features ● I can identify text structures as Cause and Effect, Main Idea - Detail, Problem Solution, and Compare and Contrast ● I can notes coinciding with the nature of the text structure ● I can paraphrase the important information from a text as evidence to support my ideas ● I can identify the point of view of the narrator: first, second, third objective, third limited, and third omniscient 	
Resources	
Required Resources	Optional Resources
<ul style="list-style-type: none"> ● SchoolWide nonfiction unit 	<ul style="list-style-type: none"> ● Biographies, articles, and reference works from internet and library sources ● One Giant Leap--literary nonfiction mentor text
Evidence of Learning	
Example Performance Tasks	Example Evidence
<ul style="list-style-type: none"> ● Reader's Notebook notes, Reader's Responses, Articles of the Week 	<ul style="list-style-type: none"> ● Articles of the Week ● SchoolWide Summative Assessment

Unit Title: Poetry Unit

Grade Level, Subject Area, and Unit Number: 6, ELA, 5

Approximate Length: 2-3 weeks

Aligned Standards: (The unit standards will be listed by grade level and subject area.)

- RL.6.1, RL.6.4, RL.6.5, RL.6.10,
- SL.6.1
- W.6.10
- L.6.4, L.6.5, L.6.6

Enduring Understandings

- Sound devices are used in poems to enhance meaning
- In poetry, I know that each word is determined carefully and for specific purpose
- I can infer meaning through context clues
- I can break down difficult passages into smaller, manageable portions to extract meaning

Essential Questions

- What is poetry? How is it different from other forms of writing?

Transfer Goals

(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)

- I can break down difficult reading using paraphrasing and comprehension strategies to determine meaning
- I can choose words carefully and notice how they impact writing
- I can present in front of my peers with confidence and expression
- I can infer meaning through context clues

Learning Objectives

- I can identify the form of a poem (lines & stanzas)
- I can identify and recognize the impact on poetry of sound devices, including: rhyme, rhythm, repetition, alliteration, and onomatopoeia
- I can identify descriptive language and notice how strong verbs, well-chosen words, and figurative language (simile, metaphor, personification) affect the poem
- I can break down poems into smaller pieces in order to determine meaning
- I can make personal and world connections with poetry
- I can identify and compare themes in and across poetry
- I can perform poems in front of my peers.

Resources

Required Resources

- SchoolWide Poetry Unit
- McDougall Littell's Literature introduction to poetry unit

Optional Resources

- Library and internet sources for poetry selection

Evidence of Learning

Example Performance Tasks

- Poetry Performance (chosen by students)
- Reading Notebook evidence of learning (through notes and independent work)

Example Evidence

- Schoolwide Poetry Summative Assessment
- Poetry Quiz #1
- Poetry Quiz #2

