

Grade 6 Verbal Gate

Content Area: **English/Language Arts**
Course(s): **Language Arts 6**
Time Period:
Length: **10 months**
Status: **Published**

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Unit 1 Reading Launching Reading Workshop/Story Elements

In what ways can independent reading be used to emphasize interactions between readers and texts?

Read Alouds:

Angel and Aly by Ron Koertge

Six Signposts Stories

- Thank You, Ma'm by Langston Hughes
- Crash by Jerry Spinelli
- A Long Walk to Water by Linda Sue Park
- Riding Freedom by Pam Munoz Ryan
- Hatchet by Gary Paulsen
- Hope Was Here by Joan Bauer

Everything Will Be Okay by James Howe

Seedfolks by Paul Fleischman

Essential/Focus Questions

- How do I see myself as a reader?
- How do readers select captivating books to engage with?
- How do readers recognize they have become stronger?
- How do readers stay focused on what they are reading? How do they refocus when their attention drifts?
- How do readers connect with the main character and "fall into a book"?
- How does character motivation drive the plot?
- How does understanding story structure help readers become more effective?
- How do readers keep an open mind while reading?
- How does thinking about the theme of a book deepen a reader's understanding of it?

Students participate in a reading workshop that hones independent reading skills through brief, specific lessons; teacher and student models; and thinking activities. Looking at important aspects of narratives and reading strategies, the students learn the academic and social importance of independent reading, employing the selected tools and instruction. The unit emphasizes interaction between readers and texts; readers learn to connect with characters, infer their motivations, notice how plotlines develop, and determine themes. The unit encourages students to recognize reading comprehension. One of the goals of this unit is to include a combination of teacher and peer conversations, helping to

develop reader independence and students' identities as readers. This unit emphasizes reading volume and stamina; students track how much and how long they read. Finally, the strength of this unit is to use the reading-strategy tools so that even those who are reluctant find themselves to be successful readers.

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LA.6.RL.6.2 - [*Progress Indicator*] - 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.

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LA.6.RL.6.5 - [*Progress Indicator*] - 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.

LA.6.RL.6.6 - [*Progress Indicator*] - Explain how an author develops the point of view of the narrator or speaker in a text

LA.6.RL.6.10 - [*Progress Indicator*] - By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.

LA.6.SL.6.1 - [*Progress Indicator*] - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.6.L.6.4 - [*Progress Indicator*] - 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.

LA.6.L.6.5 - [*Progress Indicator*] - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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RW Unit 2 Poetry Analysis-Literary Essay
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How is poetry essential to literature?

Read Alouds:

Poetry Set I

<https://docs.google.com/a/ebnet.org/document/d/1UGhZR4KcsJahc3TAWgf2I2E7lrjY6ABLAiQpAw6toGs/edit?usp=sharing>

Poetry Set II

[https://docs.google.com/a/ebnet.org/document/d/1iaJPKC9eBoLAN6R8rcXDrMQRH7mq1KWVTGSZwbKuEcs/edit?usp=](https://docs.google.com/a/ebnet.org/document/d/1iaJPKC9eBoLAN6R8rcXDrMQRH7mq1KWVTGSZwbKuEcs/edit?usp=sharing)

Essential/Focus Questions

- How can poetry be defined?
- What are poetic devices? How are poetic devices used to engage readers?
- Why is imagery and symbolism as a poetic/literary device important to the understanding/appreciation of poetry?
- How have dominant pieces of literature been inspired by poets and how can poems written in different eras and genres be compared?
- Who were some of the prominent figures in multiple poetry movements and how did they influence the creative flow and process of writing poetry?
- What does learning about ourselves teach us about others?
- Is creative flair a learned process or is it an inspired desire?
- Why is the presentation of poetry an important skill learned?
- How can one utilize life experiences as a foundation for creative and expressive thinking?
 - How does the poet use certain elements in their poetry?
 - What meaningful ideas or images do these elements create?
 - Where else have I seen a writer use these same elements?
 - Does the writer bring about the same ideas or images, or are they different?

Since poetry is an abstract term for most students, students will explore how poetry is different from prose. They will come to understand that it is written with a specific structure and that each aspect of a poem has a purpose. Students will read, analyze, and write poetry. They will begin the unit by responding to the essential questions to assess prior knowledge of poetry and its elements. Students will learn to appreciate poetry by listening and interacting with various poems. They will illustrate the meanings of poems, interact with other students in cooperative learning groups to compare and contrast poems, and work on their own analysis of a poem of their choice. Students will also analyze and delve into poetry on a daily basis through response journals. They will also utilize computers and the Library as resources during this unit.

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RW Unit 3 Nonfiction

How is nonfiction informative?

Read Alouds

Nonfiction Signpost Articles:

- Hard at Work
- Vampires Prey on Panama
- The Dung Beetle as a Weapon Against Global Warming
- Garana's Story
- George Washington's Secret Six
- Everything You Need to Know about American History Homework
- Up Before Daybreak

Newsela

Scholastic News/ NY Times Upfront

Essential/Focus Questions

- How do informational text readers think differently while reading?
- How do informational text readers use text features to facilitate comprehension?
- How do informational text readers adjust to text structures?
- How do informational text readers decide what is the one big thing this text is teaching and how do all the details connect with it?
- How do informational text readers decide which details to include in a summary?
- How do informational text readers summarize what they have read?
- How do informational text readers determine the meaning of unfamiliar content specific words?
- How do informational text readers decide why the author wrote this informational text?
- How do informational text readers compare how different authors present their ideas?

This unit analyzes informational text and will serve students well across the school day in other content areas. The tools, tasks, and suggested teaching provided encourage students to grasp the features and structures of informational text to better be able to comprehend informational text. Lessons include: recognizing the purpose of text features; recognizing text structures; determining the central idea; summarizing text; determining the meaning of content-specific vocabulary; recognizing an author's purpose; and recognizing how different authors advance their ideas. Students must understand how good readers tackle informational text in order to gather a strong understanding of text read. This will enable students to be more successful in school in all subject areas.

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LA.6.RI.6.5 - [*Progress Indicator*] - 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.

LA.6.RI.6.6 - [*Progress Indicator*] - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

LA.6.RI.6.7 - [*Progress Indicator*] - 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.

LA.6.RI.6.8 - [*Progress Indicator*] - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

LA.6.RI.6.9 - [*Progress Indicator*] - Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

LA.6.SL.6.1 - [*Progress Indicator*] - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.6.SL.6.2 - [*Progress Indicator*] - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LA.6.SL.6.3 - [*Progress Indicator*] - Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LA.6.SL.6.4 - [*Progress Indicator*] - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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RW Unit 4 Persuasion

Overarching Questions

How do you construct a persuasive argument?

What constitutes effective evidence?

How do you revise?

Read Alouds:

https://docs.google.com/document/d/1f8z1h6_-l79ysvIPYUbdJS9JY8rlyq6u1Jrg8qDMTeM/edit#heading=h.ebl5cxfkaw0z

Essential/Focus Questions

- What is the difference between fact and opinion?
- How do you support a claim with evidence?
- How do you decide if a source is credible?
- How do you revise?

Argument writers express and support their opinions in arguments that contain a debatable claim and effective evidence.

Persuasive arguments contain evidence that is effective because it directly supports the claim and comes from credible sources.

After learning about the foundational concepts of argument—fact, opinion, debatable claim, evidence, and credible sources—and analyzing model argument paragraphs, students will pre-write to formulate a debatable claim and identify the evidence they will need to support their argument, including one piece of evidence from a secondary source. They will draft a claim supported by three pieces of evidence. After completing a draft, students will revise and edit their paragraphs. To wrap up this unit, students will reflect on their writing choices and publish their work. Students will revise their piece by improving clarity, persuasiveness and organization.

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RW Unit 5 Mythology

Read Alouds:

Resource List from the Media Center: https://docs.google.com/document/d/1cDvV280A-I_c3vrAy2WN8HMf8Kmk7HSZ7cQXviARai4/edit

Egyptian/Norse Mythology Packets

Essential/Focus Questions

- What is a myth?
- Why did the Greeks create myths?
 - What are the differences between the style, structure, and purpose of myths?
 - What are legendary hero's qualities and character traits?

Greek mythology is not only interesting, but it is also the foundation of allusion and character genesis in literature. Students will gain an understanding of Greek mythology and the Olympian gods and goddesses. Understanding the beginning of the story, the creation of the world, gives us a framework to build upon as we learn about the different myths. Students will learn how mythology influenced their worldview. After, students will make mythology connections to the world.

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RW Unit 6 Book Club

Read Aloud:

- The Wave

Book Club Choices:

- And Then There Were None
- To Kill a Mockingbird

Essential/Focus Questions

- How can we read to be alert to complex ideas and characters in all texts we read?
- Why is it important to strive to discern the issues from the real world which are hidden in our literature, delve into perspective and point of view, and compare and contrast author's crafts?

- How can I identify issues that are “hiding” in the text?
- How can paying attention to perspective as well as point of view, and on carrying ideas across a text help me be stronger with interpreting my text?
- How can paying attention to nonfiction and the fictional elements across my texts help me learn more about the issues in the world today?
- How can we read in a way that lets us trace themes in these stories and think about the author’s craft?
- How can working in a book club and valuing what our partners share, bring us to new heightened awareness of our text?
- How can book clubs help me focus deeply on comprehension and synthesize complex story elements?
- How can my own background and experiences shape my understanding of a story? (There’s no one right idea.)

Students will notice that issues hide within the pages of books they know well and that readers notice when characters are dealing with problems that are bigger than themselves - problems that have to do with groups of people and uneven power relationships. These issues in literature are mirrors of issues in the world: readers think deeply about how characters deal with power issues as a way to think through the same issues in real life.

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LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.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.
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.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.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.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.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a

day or two) for a range of discipline-specific tasks, purposes, and audiences.

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