

# Unit 1- Fiction

Content Area: **English Language Arts**  
Course(s): **Language Arts 6**  
Time Period: **September**  
Length: **4 weeks**  
Status: **Published**

## Unit Summary

This unit helps students familiarize themselves with the model of reading workshop and the reading process. Students will determine how to choose appropriate books and read with stamina. In addition, students will use their reader's notebook to respond in writing to their reading by incorporating text evidence evidence to support their thinking. They will examine various literary elements by analyzing characters, plots, and themes. By the end of this unit, students will be able to reflect on the strategies used to apply them to their independent reading and text comprehension.

## Standards

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	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.
LA.RL.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.
LA.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 a specific word choice on meaning and tone.
LA.RL.6.5	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.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
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.
LA.SL.6.1	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.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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

## Student Learning Objectives

---

- Students will learn to comprehend a text by listening.
- Students will learn how to actively participate in a book club discussion to grow their ideas.
- Students will learn how to stop and jot down big ideas about characters, plot, and theme as they read.
- Students will learn how to expand on their thinking through writing.

## Essential Questions

---

- How does sharing personal responses to literary elements contribute to understanding?
- How does reflection impact growth as an independent reader?
- How do you effectively implement reading and writing strategies?

## Enduring Understandings

---

- Students will understand that it is essential to interpret a text by reading thoroughly and with a purpose.
- Students will understand that the literary elements and author's craft can have a large impact on a fictional novel.
- Students will understand that it is important to communicate their ideas to others.
- Students will understand that their individual thoughts must be supported by evidence from the text.

## Application

---

- Students will be able to independently use their learning to think deeply about a text, develop a purpose for reading, and identify literary elements.
- Students will be able to independently use their learning to acquired skills in communicating.

## **Skills**

---

Students will be skilled at

- Responding to a text in their ELA notebook
- Participating in accountable talk with peers and teachers
- Developing an appreciation of reading
- Learning how to work in a book club
- Reading with stamina