Hank Zipzer Independent Reading Unit

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

Unit Summary

The independent reading workshop provides a systematic method to support students as they read books at the appropriate level on their own. While the students are reading independently, they are encouraged to use the reading strategies taught in class. Students will also have the opportunity to meet in discussion groups to share their ideas, thoughts, and insights. Upon completion of the book that they are reading, students complete an Accelerated Reader quiz about the book, at which point they will accumulate points. This independent reading process tracks the students' reading activity and 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.6.5	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.6.7	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.
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.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
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.6.10	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.SL.6.1.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.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

Student Learning Objectives

- Students will learn how to use resources to increase vocabulary and gain deeper understanding by using context clues.
- Students will learn how to read books from a variety of genres and that incorporate a variety of voices and viewpoints.
- Students will learn how to identify the main parts of a book such as main idea, character, theme, and plot.
- Students will increase their individual reading stamina.

Essential Questions

- How do I see myself as a reader?
- How do readers select captivating books to engage with?
- How do readers keep an open mind while reading?
- How do readers connect with the main character and "fall into a book"?
- How does understanding story structure help readers become more effective?
- How does thinking about the theme of a book deepen a reader's understanding of it?

Enduring Understandings

- Students will understand that reading expands their understanding of the world, people, and themselves.
- Students will understand that self-selection, reflection and connections contribute to my growth as a proficient, independent reader.

Application

- Students will be able to independently use their learning to choose an appropriate independent text that will interest and challenge them.
- Students will be able to independently use their learning to analyze a text to gain a deeper understanding of the information that the author presents.
- Students will apply reading strategies to improve comprehension of longer text.
- Students will identify when they have a break down in comprehension and through discussion of text address misconceptions.

Skills

Students will be skilled at

- Identifying major elements of a novel including plot, character, setting, point of view, and theme.
- Analyzing how the characters go through some change over the course of the story.
- Gathering text evidence to support their thoughts.
- Identifying the genre of the text that they are reading.
- Interpretting various forms of figurative language.