Dec. SW Gr. 6 Read. Launching

Content Area: **English**
Course(s):
Time Period: **December**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

The beginning of the school year is an exciting time! Students enter their classrooms with a heightened sense of curiosity and wonder. First impressions go a long way for young learners, and it is important for them to experience a comfortable and engaging invitation into their literacy-rich environment. Brightly decorated bulletin boards, shiny desks and tables, and beautifully organized books await your students. The start of each new school year provides opportunities for you and your students to create a community of learners who respect, listen to, share, and respond to the thoughts and ideas of others. This is especially important when considering your community of readers.

Enduring Understandings

Students will: n Develop an understanding of themselves as readers; n Learn to self-select appropriate texts; n Set goals for themselves as readers; n Learn the expectations and routines for actively participating in a reading community; n Learn how to participate in a range of collaborative conversations about texts; n Learn how to follow agreed-upon rules and protocol for conversations; n Learn how to prepare for conversations; n Learn to identify the theme of a text from details in the text; n Learn to cite textual evidence to support analysis of a text; n Learn to determine the central idea of a text and how it is conveyed; n Recognize the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction, poetry, and nonfiction; n Develop habits of mind for engaging with a variety of texts; n Learn how to apply self-monitoring skills; and n Learn how to determine the meaning of challenging vocabulary words and phrases in a text.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

What skills do good readers need to read and interpret a variety of texts?

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: What Is a Reading Workshop? uses Shelf Life: Stories by the Book by Gary Paulsen (Ed.). Rationale: Reading workshop is the time of day to focus on developing reading skills. Students will learn about the structure, expectations, and routines in a reading workshop and make plans for themselves as readers. Common Core State Standards: RL.6.2, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Considering Our Reading Identities uses Richard Wright and the Library Card by William Miller. Rationale: Readers understand that all readers have unique identities and histories. Students will develop an understanding of their own identities and reflect on their interests and histories as readers. Common Core State Standards: RL.6.1, RL.6.2, SL.6.1 Skills and Strategies: Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 3: Crafting a Reading Life uses Extreme Animals: The Toughest Creatures on Earth by Nicola Davies. Rationale: Readers are individuals with different strengths, challenges, and interests. Students will use their own identities to select well-matched texts across genres. Common Core State Standards: RI.6.1, RI.6.3, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating Mentor Texts Aunt Chip and the Great Triple Creek Dam Affair by Patricia Polacco Extreme Animals: The Toughest Creatures on Earth by Nicola Davies Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull Richard Wright and the Library Card by William Miller Sad Underwear and Other Complications: More Poems for Children and their Parents by Judith Viorst Shelf Life: Stories by the Book by Gary Paulsen (Ed.) Launching Shared Texts “2,000-Year-Old Homework!” by Joli Allen from Highlights (Lexile Level: 900L) “Charms” by Georgia Heard “Seconds from Winning” by Gordon McAlpine from Highlights (Lexile Level: 740L)

Lesson 4: What Understanding Feels Like uses Sad Underwear and Other Complications: More Poems for Children and their Parents by Judith Viorst. Rationale: Readers know what it feels like to understand what they read. Having thoughts and asking questions reflects understanding. Students will pay attention to when meaning breaks down and then do work to clear up confusion. Common Core State Standards: RL.6.2, RL.6.4, SL.6.1, L.6.4 Skills and Strategies: Questioning, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Tapping Into What You Know uses Aunt Chip and the Great Triple Creek Dam Affair by Patricia Polacco. Rationale: Readers bring what they know or have experienced to their reading. Students will learn that they understand their reading more deeply when they activate prior knowledge about the genre, author, and topic. Common Core State Standards: RL.6.1, RL.6.2, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Building Ideas Through Conversation uses Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull. Rationale: Readers come together to have conversations in order to share thinking and grow ideas together about texts. Students will prepare for conversations through thinking, talking, and writing and will follow a clear protocol for conversations. Common Core State Standards: RL.6.2, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Starting a Conversation uses Shelf Life: Stories by the Book by Gary Paulsen (Ed.). Rationale: When readers know they will be speaking about a text, they prepare for conversations by collecting their thinking and ideas. Readers pay attention to characters, conflicts, and elements of the genre to gather ideas for discussion. Students will use their collected thinking to start conversations in a variety of ways. Common Core State Standards: RL.6.1, RL.6.2, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Growing Ideas Through Conversation uses Shelf Life: Stories by the Book by Gary Paulsen (Ed.). Rationale: Readers grow big ideas about their reading by talking to other readers. Students will grow ideas about their reading and use evidence from the text to support their ideas. Common Core State Standards: RL.6.1, RL.6.2, SL.6.1 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Studying Ourselves as Readers uses Shelf Life: Stories by the Book by Gary Paulsen (Ed.). Rationale: Readers need to have an understanding of their pacing and stamina when reading in order to develop a clearer sense of themselves as readers. Students will track the time and amount read to gather data for their own reflection. Common Core State Standard: RL.6.10 Skills and Strategies: Text and Genre Features/Structure, Monitoring and Repairing Comprehension

Lesson 2: Making a Plan for Ourselves as Readers uses Richard Wright and the Library Card by William Miller. Rationale: Readers make both short-term and long-term plans to help drive their reading lives. Students will consider what they will read and when they will read it. Common Core State Standards: RL.6.10, RI.6.10, SL.6.1 Skills and Strategies: Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 3: Book Talks uses Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull. Rationale: Readers share books that they love and expect to get recommendations from other readers. Students will understand the importance of book recommendations and identify a book that would be worthy of a book talk. Common Core State Standards: RL.6.1, RL.6.9, RL.6.10, RI.6.10, SL.6.4, SL.6.6, SL.6.1, W.6.10 Skills and

Strategies: Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Partner Talk uses Shelf Life: Stories by the Book by Gary Paulsen (Ed.). Rationale: Readers discuss their thinking about their reading with partners in order to support comprehension. Students will jot down ideas and share with a partner using conversation protocol. Common Core State Standards: RL.6.1, SL.6.1, SL.6.4 Skills and Strategies: Questioning, Making Inferences, Determining Importance

Lesson 5: What to Consider When Reading Fiction uses Aunt Chip and the Great Triple Creek Dam Affair by Patricia Polacco and Richard Wright and the Library Card by William Miller. Rationale: Readers of fiction pay attention to story elements to monitor understanding and help build the world of the story. Students will identify story elements as a strategy for building comprehension. Common Core State Standards: RL.6.2, RL.6.3, L.6.6, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension

Lesson 6: Visualizing Fiction uses Richard Wright and the Library Card by William Miller and "Seconds from Winning" by Gordon McAlpine from Highlights from the Launching Shared Texts. Rationale: Readers of fiction need to understand plot structure in order to comprehend the text. Students will create a visual representation of a plot structure to understand plot development and to monitor and deepen their understanding. Common Core State Standards: RL.6.1, RL.6.2, RL.6.3, RL.6.5, SL.6.1, L.6.6 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing

Lesson 7: Reviewing Reading Data uses students' reading logs and reflections. Rationale: Readers reflect on their notes and reading records to gain insight into their habits and behaviors as readers. Students will reflect on their reading logs to better understand their own stamina and pacing and the circumstances that best support their reading. Common Core State Standards: RL.6.10, RI.6.10 Skills and Strategies: Making Inferences, Synthesizing

Lesson 8: Key Questions When Reading Poetry uses Sad Underwear and Other Complications: More Poems for Children and their Parents by Judith Viorst. Rationale: Readers of poetry respond and react to poems while also building an overall understanding of the genre. Students will ask questions to notice elements of poetry and determine the meaning of the poems. Common Core State Standards: RL.6.1, RL.6.2, RL.6.4, RL.6.10, L.6.5 Skills and Strategies: Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 9: The Work of Reading Nonfiction uses Extreme Animals: The Toughest Creatures on Earth by Nicola Davies and "2,000-Year-Old Homework!" by Joli Allen from Highlights from the Launching Shared Texts. Rationale: Readers of nonfiction understand that they will learn new information from their reading. Students will use text features and the text itself to determine the main idea of a section and the central idea of a nonfiction text. Common Core State Standards: RI.6.1, RI.6.2, RI.6.10, SL.6.1 Skills and Strategies: Making

Inferences, Determining Importance

Lesson 10: Setting Goals and Making Plans uses all of the mentor texts from the unit. Rationale: Readers set goals to support their individual growth. Students will reflect on their learning in order to set goals and make plans for themselves in order to grow as readers. Common Core State Standards: RL.6.10, RI.6.10 Skill and Strategy: Synthesizing

Integration of Career Readiness, Life Literacies and Key Skills

8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate digital projects to document understanding.

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Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.

- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and

can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

Aunt Chip and the Great Triple Creek Dam Affair by Patricia Polacco Extreme Animals: The Toughest Creatures on Earth by Nicola Davies Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull Richard Wright and the Library Card by William Miller Sad Underwear and Other Complications: More Poems for Children and their Parents by Judith Viorst Shelf Life: Stories by the Book by Gary Paulsen (Ed.) Launching Shared Texts "2,000-Year-Old Homework!" by Joli Allen from Highlights (Lexile Level: 900L) "Charms" by

Georgia Heard “Seconds from Winning” by Gordon McAlpine from Highlights (Lexile Level: 740L)

Wordly Wise vocabulary workbooks

Write OnCourse 2020

Write OnCourse 2020 grammar workbooks

Standards

L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
W.RW.6.7	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.
SL.PE.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.
SL.PI.6.4	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).
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.