

Unit 1 READING - Ownership and Agency

Overview

This unit lays the foundation for readers workshop routines, procedures and expectations while launching students to be reflective goal setters who collaborate respectfully both in and out of the classroom. Readers will share thoughts and ideas and engage in evidence based discourse.

Reading Skills: Summarizing, Visualizing, Predicting

21st Century Capacities: Reflection, Collective Intelligence

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.6.1.B](#)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Transfer:

Students will be able to independently use their learning in new situations to...

1. Comprehend and engage with a variety of texts
2. Work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (Collective Intelligence)
3. Evaluate the author's message and purpose citing text evidence to support conclusions.
4. Generate and capture ideas to pursue in future writing about reading (Reflection)

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Readers monitor their comprehension and use strategies when meaning breaks down.
2. Critical readers reflect on and question the text, consider different perspectives and examine author's message.
3. Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).

ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*

- A. How do readers share their thinking? What is the impact?
- B. How do I choose books that matter and make me think?
- C. Unit focus: How do readers set goals to enhance their reading experiences, expertise, skills and stamina? (building a reading life)

Grade 6 ELA Curriculum

<p>CCSS.ELA-LITERACY.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.</p>	<p>4. Unit Focus: Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking. 5. Unit Focus: Readers choose books that interest them, are enjoyable, and are understandable.</p>	
<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Acquisition:	
	<p><i>Students will know...</i></p> <p>1. Vocabulary: Reading Goal, Stamina, Accountable Talk, Collegial Discussions, Reading Notebook, Long Response, Analysis, Character Timeline, context clue, evidence, mini-lesson,</p>	<p><i>Students will be skilled at...</i></p> <p>1. Summarizing key details of read texts in writing. 2. Visualizing 3. Predicting based on text evidence and schema 4. Using context cues to determine the meaning of unknown words. 5. Choosing just right books. 6. Using accountable talk moves in discussions with partners and small groups. 7. Writing in complete sentences. 8. Editing written work</p>