



# Grade 6 - Unit 1 Reading & Writing - Ownership and Agency

## Unit Focus

This unit lays the foundation for readers and writers workshop routines, procedures and expectations while launching students to be reflective goal setters who collaborate respectfully both in and out of the classroom. Students will share thoughts and ideas and engage in evidence based discourse. Teachers continue to follow the workshop model using an interactive read-aloud as well as independent reading. Teachers will gather anecdotal notes and observations throughout the unit as students are working, providing feedback and coaching to students as routines, procedures, and collaboration are established and grow in the classroom community.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 6<ul style="list-style-type: none"><li>Reading Literature<ul style="list-style-type: none"><li>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.6.1)</li><li>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. (CCSS.ELA-LITERACY.RL.6.2)</li><li>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6– 8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS.ELA-LITERACY.RL.6.10)</li><li>Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.6.9)</li><li>Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS.ELA-LITERACY.W.6.9.A)</li><li>Writing<ul style="list-style-type: none"><li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELA-LITERACY.W.6.10)</li><li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.6.1)</li><li>Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS.ELA-LITERACY.L.6.1.A)</li></ul></li></ul></li></ul></li></ul></li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.		
	<b>Meaning</b>		
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>	
	<i>Students will understand that...</i> <b>U1</b> Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. <b>U2</b> Readers identify key details to summarize and analyze objectively and accurately. <b>U3</b> Writers consider volume for the purpose, audience, and task.	<i>Students will keep considering...</i> <b>Q1</b> How do I support and prove my thinking? <b>Q2</b> How might I best retell this story? <b>Q3</b> How do I determine volume based on purpose, audience, and task?	
	<b>Acquisition of Knowledge and Skill</b>		
	<b>Knowledge</b>	<b>Skill(s)</b>	
<i>Students will know...</i> <b>K1</b> A signpost alerts readers to significant moments in a work of literature and encourages them to read closely. <b>K2</b> A summary involves reading a passage closely, finding the main ideas and supporting details.	<i>Students will be skilled at...</i> <b>S1</b> Writing about reading that includes text evidence and analysis. <b>S2</b> Drawing evidence from literary texts to support analysis and reflection. <b>S3</b> Identifying key details and supporting ideas to write a summary.		

## Stage 1: Desired Results - Key Understandings

- 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. *(CCSS.ELA-LITERACY.L.6.4)*
- 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. *(CCSS.ELA-LITERACY.L.6.4.A)*
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). *(CCSS.ELA-LITERACY.L.6.4.B)*
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. *(CCSS.ELA-LITERACY.L.6.4.C)*

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). *(CCSS.ELA-LITERACY.L.6.4.D)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. *(POG.4.1)*

**K3 Vocabulary:** reading goal, author's purpose, message, main idea sentence, paragraph, author's craft, analysis, evidence, stamina, volume, fragments, run-ons, conjunctions, possessive pronouns, objective pronouns, subjective pronouns, transitions, appositives.

**K4 Morphemes:** Review of Divide and Conquer; mov, mot, mobil = “move”, Base pel, puls = “drive, push”

**S4** Writing routinely over extended time frames.

**S5** Ensuring that pronouns are in the proper case (subjective, objective, possessive).

**S6** Recognizing morphemes hold their own individual meaning.