

**Teacher Name: Ms. Hagy and Ms. Wengren**

**Grade Level: 6th**

**Subject: Language Arts**

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| **Unit Name: Quarter 1 Reading and Writing****Unit Description: During language arts students will be reading, analyzing, and responding to the novel “Seedfolks”. They will also be completing word studies where they learn the meanings and uses of word stems. They will be writing and drafting a narrative essay and writing several argumentative paragraphs based on what they read.****Length: 10 Weeks** |
| **STAGE 1** | **DESIRED RESULTS** |
| **Established Goals** | **Goals Based on Common Core Standards:****Reading Complex Texts** RL/RI 6.10**Narrative Writing** W 6.3, 6.4-6.10**Writing About Texts** W6.1-2, 4-6,9-10 |
| **Enduring Understandings** | Identity through cultureReaders determine important ideas in texts and use those ideas to develop a summary of the textReaders use textual evidence to draw conclusionsWriters use certain organizational structures, specific word choice, and a variety of evidence when explaining a topic in an essay. |
| **Essential Questions** | * How are people transformed through their relationships with others?
* What is community and what are the individual’s responsibilities to the community?
* What are the community’s responsibilities to the individual?
* What experiences have true healing power?
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| Students will know… | - Literal and inferential comprehension - Summarizing- Drawing conclusions from textual and/or visual evidence- Making connections across a variety of text (short, extended, online, etc.)Applying the qualities of informative/explanatory writing - Elements of culture include language, religion, clothing, customs, etc.- Identity is shaped by internal and external components.- Details in a text work together to convey an overall meaning.- Purpose and function of informative/explanatory texts. Relevant academic language includes culture, stereotype, custom, setting, sequence, character traits/development, community, conflict. |
| Students will be able to… | * Students will read a novel that highlights the relationship between culture, identity, and community.
* Students will also read and respond to several shorter informational texts on the same topic.

By the end of the unit, students will have read a variety of literature and informational texts, and they will reference those texts to communicate their understanding of how culture influences identity, and how communities function.Students must write daily and consistently during reading short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.Students must write consistently, during and after short and extended texts, and respond to text dependent questions.Write to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.  |
| **STAGE 2** | **ASSESSMENT EVIDENCE** |
| **Performance Tasks** | While reading novels, short stories, plays, poems and/or essays, student will use word knowledge and context clues to determine word meaning through thinking maps, written and oral response, and tests/quizzes.While reading paired selected works on the same topic or theme, but of different genres (poem, article, short story, etc.) students will share in annotations, in writing, or in a class discussion their analysis, connections, and clarification of ideas.While reading selected works, students will use annotations, discussion and/or written paragraphs to determine themes, plot, character development and point of view and analyze itsdevelopment over the course of the texts.On-demand and teacher directed mini-response to text (Building Capacity).Write routinely over extended time frames (time for research, response to text, reflection and revision) for a range of discipline-specific tasks, purposes, and audiences.Write an autobiographical incident (500 – 700 words) that shares a significant event and demonstrates command of standard English usage, organizational and drafting strategies In all written forms (sentences, paragraphs, and essays), students will correctly identify and utilize the following: quotation marks in dialogue, end punctuation, transitions, conjunctions, complete and compound sentences, subject verb agreement, nouns, verbs, and adjectives.*Sentence structure…*simple, compound, compound/complex*Punctuation*…periods and other end marks, commas in dates, addresses, and letters, punctuating quotations, semicolons and colons, hyphens, dashes, parentheses, apostrophes, and punctuating titles. Students spell words correctly in written responses. |
| **Other Evidence** | **Writing Workshop: Narrative Essay**- Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. -Write five paragraph narrative essays - Daily, weekly on-going checks for understanding (e.g., exit slips, board work, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)**Response to Literature****-**Reading Response Journal rubric will be used to grade students- On-demand arguments to text based questions with argument writing rubric- Informal verbal and written responses **Reading Grade Breakdown:**30% Class Participation (ex. warm-ups, board work, reading responses, participation in class discussions vocabulary quizzes) 30% Assessments (ex. tests, quizzes) 10% Homework (ex., reading response, vocabulary assignments) 20% Projects (reading response journal, class presentations, etc.) 10% Final exam (end of each quarter) **Writing Grade Breakdown:**30% Class Participation (ex. warm-ups, board work, essay assignments) 30% Assessments (ex. tests, Wordly-Wise quizzes, class discussions, essay assessments) 10% Homework (ex., vocabulary workbook pages, grammar assignments, editing essay assignments) 20% Projects (ex. Class presentations, Young Authors, etc.) 10% Final exam (end of each quarter)  |
| **STAGE 3**  | **HOME CONNECTION** |
| **Learning Activities** | Materials and Resources: **Holt McDougal Literature, www.mrwestfallsclassroom.weebly.com, Seedfolks by Paul Fleischman, various non-fiction texts** * Make sure your child is reading at home
* Discuss what your child is reading with him/her
* Take your child on trips such as museums
* Provide your child access to non-fiction materials such as newspapers, and magazines
* Have your child watch documentaries
* Bring your child to the local library to check out books
* Enforce time-management skills by reviewing long term and short term projects and goal setting
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