Content Area:ELA
Grade: 6

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Launching the Reader's Workshop	**Students will understand that:** **Launching the Readers Workshop** ● Readers read with agency and engagement ● Readers infer text meaning ● Partners grow ideas through conversations **Social Issues** ● Readers independently manage their book clubs. ● Readers work in clubs, having conversations about their reading while growing big ideas. ● Book clubs understand middle school social issues.	**Launching the Readers Workshop** ● What characteristics does a person need in order to be considered a strong reader? ● How do we become a reading community that knows the rituals and routines of reading and responding to texts? ● What strategies do readers use to help them read, understand, and respond to texts? ● How is literature a record of human experience? ● How can we build a	● WALT read, interpret, and analyze a literary text. ● WALT answer comprehension questions citing textual evidence. ● WAL recognize when characters are dealing with problems that are bigger than themselves - problems that have to do with groups of people and uneven power relationships. ● WALT think deeply about how characters deal with these issues as a way to think through the same issues in real life. These problems can be defined	● Ask and answer questions ● Independent reading for a longer time ● Self-monitor comprehension ● Determine purpose of listening ● Speak for a purpose ● Demonstrate the ability to use word solving strategies ● Monitor accuracy and understanding ● Summarize ● Identify important ideas within longer texts / chapters ● Connect characters within and across texts and genres by circumstances, traits, or actions

	● Readers consider how word choice impacts the ways characters and issues are presented. ● Readers take action after reading, integrating their learning from varied text types ● Readers notice and reflect on character traits and personality ● Readers identify character motivations by making inferences about their decisions ● Readers analyze how characters change and or learn lessons ● Readers use specific language when discussing or writing about their characters ● Readers use strategies to determine the	community of readers who support and trust one another? ● How are we continuing to develop a sense of ourselves as readers? ● What techniques and strategies help readers communicate their ideas? ● How is our writing a record of human experience? **Social Issues** ● What are social issues that middle school students face? ● How can I critically view the world? ● In what ways can I take action to make the world a more fair or just place? **Expository Writing** ● How do I write an expository	as “social issues,” which are problems that affect groups of people, not just the one character. ● WALT interpret texts through the lens of social issues, by looking at social norms (our everyday understanding of rules and regulations) and the big and small details that convey the social issue. ● WALT demonstrate expertise in writing an expository text.	● Express changes in ideas or perspective across the reading ● Follow complex plots, including texts with literary devices (flashbacks, stories within stories)

	meaning of unfamiliar vocabulary or phrases **Expository Writing** ● Writers identify and introduce the topic for the intended audience. ● Writers develop and analyze the topic to aid comprehension. ● Writers organize ideas, concepts, and information. ● Writers write with an awareness using precise language. ● Writers demonstrate grade appropriate command of the English language.	text to examine a topic and convey ideas, concepts, and information clearly? ● How do writers use language and structure to explain their ideas? ● Why is “writing to explain” important to middle school students? ● How do professional writers explain who they are to their readers?		
Nonfiction	**Students will understand that:** **Nonfiction**	**Nonfiction** ● Do we have a duty to preserve world wonders	● WALT read, interpret, and analyze a nonfiction text	● Distinguish between fact and opinion

	• Readers determine importance and synthesize in nonfiction text • Informational text partners are teachers **Argument Writing** • Writers write about the thinking work they are doing as readers. • Writer's craft claims that set up a clear essay structure. • Writer's craft literary essays that explore themes in a single text. • Writers develop convincing argument essays with evidence and explanation. • Writers revise drafts to make them more precise, convincing and coherent.	for future generations? • How can we apply themes from written texts to our lives? **Argument Writing** • How do my writing decisions drive my learning as an essayist? • How can studying mentor texts contribute to the craft moves in my own writing? **Tuck Everlasting** • How does one's life situation affect one's perspective? • How does one's perspective influence one's choices?	• WALT look for evidence in a passage to support ideas • WALT identify text features in a nonfiction text • WALT check their comprehension and apply what they have learned to their own writing • WALT recognize argument techniques in a variety of texts • WALT describe characteristics of an argumentative essay • WALT formulate an argument with a claim and a counterclaim • WALT evaluate and choose evidence from a text/media to support their claim • WALT apply qualities exhibited by	• Use full range of readers tools • Identify important parts of a text • Mentally form categories of related information and revise them as new • Acquire new content and perspectives through reading nonfiction text • Search and use a wide range of graphics and integrate with information from print • Use evidence to support the thought process • Balance the pros and cons of an issue • Generate reasons to support their claim • Formulate questions to evaluate evidence

	Writers use grammar and conventions to convey ideas precisely and powerfully. **Tuck Everlasting** ● Writers use a variety of techniques to engage and persuade the reader. ● Novels reflect individual perceptions and perspectives that mirror real life. ● An individual's perspective influences his/her perceptions and choices. ● "Stone walls do not make a prison, nor iron bars a cage."	● How can a choice be both good and evil? How do the choices made by the characters in this novel reflect their varying perspectives? ● What does it mean to be captive?	fictional characters to their own lives ● WALT analyze how point of view helps the reader understand the story and critically assess how the narrator affects the reader's understanding of the story ● WALT determine the meaning of an unknown word in their own independent reading by using context, word parts, or dictionary (electronic or printed) ● WALT evaluate how fictional characters are developed through major plot events and their responses to conflict	● Analyze how plot development is influenced by the internal and external conflicts of characters in a work of fiction. ● Use context to determine or clarify the meaning of unfamiliar or multiple meaning words ● Analyze how the point of view affects the reader's understanding of the story

Tolerance / Writing Narrative	**Students will understand that:** **Tolerance** ● Readers independently manage their readings ● Readers determine the theme or central ideas of a text and support them with evidence from the text ● Readers notice and consider the author's use of figurative language in text to make meaning ● Readers compare and contrast written work to other media types ● Readers use precise language when discussing and writing about themes **Narrative Writing**	**Tolerance** ● How has tolerance and justice shaped historical events? ● How can historical events shape my own ideas of justice and tolerance? ● How do the actions of the individual contribute to the common good of the group? ● How can I live differently after studying tolerance and justice? **Narrative Writing** ● What are the main characteristics of a short story? ● Who are the likely readers and audience for	● WALT Readers build background information about their study ● WALT Readers are able to study patterns of intolerance and justice through their reading ● WALT Readers grow theories by reading closely, asking questions, and growing conversations ● WALT Readers understand how author's choices develop the reader's overall understanding of the text ● WALT Reades write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and	● Bring knowledge from personal experiences ● Make and modify predictions ● Understand themes ● Identify important ideas ● Understand word connotation ● Derive author's purpose ● Use specific vocabulary to talk about text

	● Readers navigate narrative text to explore varying themes. ● Narratives provide a way to share real or imagined experiences and/or events in writing. ● Writers have a purpose for writing **Poetry** ● Readers paraphrase main idea or theme of a poem ● Readers identify the speaker and the speakers point of view or attitude ● Readers understand the difference between literal and figurative language	this form of writing? ● How do I make my story more interesting to my readers? ● What kind of organization could be used for this form of writing? ● What kind of voice would be most effective for this form of writing? **Poetry** ● How do poems reflect emotion? ● How does figurative language help a reader understand the meaning of a poem?	well-structured event sequences.	

Nonfiction	**Students will understand that:** **Nonfiction** ● Readers determine importance and synthesize in nonfiction texts ● Readers navigate informational texts to learn about a topic ● Informational text are teachers **Research Writing** ● Researchers choose and develop a familiar topic. ● Researchers gather and record information on their topic. ● Writers plan and draft considering narrative and expository structures. ● Writers revise for structure and voice while considering the audience.	**Nonfiction** ● How can I become an expert while still questioning and wondering? ● How can I become an expert on a topic through reading nonfiction texts? **Research Writing** ● How can I share my expertise with an audience? ● How do I work collectively to grow my knowledge base on a subject? **Freak the Mighty** ● How do the relationships that you have with others shape the	WALT independently manage their research WALT use common features and structures of informational text to make meaning WALT independently think big about the ideas in their books WALT become knowledgeable about their subjects WALT analyze figurative language WALT determine meaning of literary devices WALT analyze how a particular line or stanza is central to the meaning of the text WALT differentiate between literal and figurative language	● Distinguish between fact and opinion ● Cite evidence ● Search and use a wide range of graphics and integrate with information from print ● Use full range of readers tools ● Identify important parts ● Make connections ● Mentally form categories of related information and revise them as new ● Acquire new content and perspectives through reading both fiction and nonfiction texts

	● Writers use grammar and conventions to convey ideas precisely and powerfully. **Freak the Mighty** ● The elements and components of a fiction work affect the development of the characters in a work of fiction. ● Like the characters in works of fiction, our lives are shaped by significant events that occur in our lives. ● The relationships that we have with others helps define the person that we think we are. ● The plot of a work of fiction is affected by characters' response to	person that you are? ● What does it mean to be a friend? ● How do conflicts and major plot events help develop characters throughout a story?		

	conflicts and their motivation.			