

ELA: KINDERGARTEN

Writing	Reading
<p>Unit 1: We ARE Writers: <i>Launching Writing Workshop & Pattern Books</i></p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers are learning to follow writing workshop routines and use writing materials independently ● Writers use writing tools ● Writers learn how to make a sketch ● Writers use a process to write (think, say, sketch, write) books that teach other people about a topic ● Writers use writing to share who they are 	<p>Unit 1: We ARE Readers</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers choose books that look interesting. ● Readers handle books carefully. ● Readers share books with a partner. ● Readers follow predictable routines in a workshop.
<p>Unit 2: Looking Closely Unit</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers observe and sketch things in the world ● Writers label and write about the sketch. ● Writers use sounds, letters, and sight words to write. ● Writers revise writing to make it reader friendly. 	<p>Unit 2: Start Book Reading</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers use the cover to remember how a story goes. ● Readers use the pictures to remember the story. ● Readers use exact words and characters' names when they "read" a star book. ● Readers make their voice match the characters when "reading" a star book. ● Readers connect the pages of their star books. ● Readers read their star books to a partner and ask for help when they are stuck. ● Readers share their opinions about their favorite parts of star books.
<p>Unit 3: I Like/ Opinion Pattern Books</p> <ul style="list-style-type: none"> ● Writers will write their opinions ● Writers will sketch and label across pages ● Writers will write across pages ● Writers will begin to stretch out beginning and ending sounds. ● Writers will revise and edit opinion pattern books. 	<p>Unit 3: Reading Books that Fit</p> <ul style="list-style-type: none"> ● Readers choose books that fit just right for them. ● Readers use all of their tools to read and have ideas about their reading. ● Readers use strategies to figure out the tricky, new words. ● Readers retell what they just read about and share their opinions with partners.
<p>Unit 4: Writing for A Purpose (mini-unit) 2-3 weeks</p> <p>Goals:</p>	<p>Unit 4: Reading Teaching Books</p> <ul style="list-style-type: none"> ● Readers learn information from their teaching books through pictures and words.

<ul style="list-style-type: none"> ● Writers make lists so they can remember things. ● Writers make signs to help people in their classroom, school, home, and community. ● Writers make cards to share a personal message with someone. ● Writers make diagrams to share observations. ● Writers share their opinions with others and tell them why they have that opinion. <p>Writers use the conventions they know to make their writing easy to read</p>	<ul style="list-style-type: none"> ● Readers teach their partners what they learned from their books. ● Readers compare books with a partner.
<p>Informational 5: How To Books Goals:</p> <ul style="list-style-type: none"> ● Writer will identify the characteristics of how to books ● Writers will write to teach others how to do something ● Writers will use precise vocabulary ● Writers will begin to stretch sounds in words ● Writers will write how to books using sequencing and ordinal words to write about the steps of a process ● Writers will improve writing by revising and editing 	<p>Unit 5: Non-Fiction Reading Goals:</p> <ul style="list-style-type: none"> ● Readers choose books that are just right for them. ● Readers use the title and cover to predict what the book will be about. ● Readers look closely at each page to read the book and understand what is going on. ● Readers use strategies to figure out the tricky, new words. ● Readers locate and follow the pattern words on every page. ● Readers retell what they just read about to their partners. ● Readers share their reactions and opinions to their books.
<p>Unit 6 : Informational: All About Books</p> <ul style="list-style-type: none"> ● Writers will notice the characteristics of an all about book ● Writers will write all about books on topics of personal expertise ● Writers will tell and write across pages ● Writers will stretch out sounds in words ● Writers will will write in complete sentences ● Writers will improve their writing through revision and editing (add mini lesson teaching goals for cover page, labels, diagrams, captions) 	<p>Unit 6: Fluency</p> <ul style="list-style-type: none"> ● Readers can sort and identify story books (fiction) and teaching books (nonfiction). ● Readers learn information from their teaching books. ● Readers teach their partners what they learned from their books. ● Readers compare books with a partner.
<p>Unit 7: Personal Narrative: Stories About Me</p> <ul style="list-style-type: none"> ● Writers will practice telling stories across their fingers ● Writers will find true small moment story ideas to write about from their lives ● Writers will write stories with a beginning, middle, and end across pages 	<p>Unit 7: Reading Together</p> <ul style="list-style-type: none"> ● Readers get their minds ready to read a familiar book/shared reading text by looking very closely at the pictures. ● Read emergent-reader texts with purpose and understanding by starting to look closer at the words.

- Writers will revise and edit small moment stories
- Writers will stretch sounds in words
- Writers will write complete sentences

- Readers have tools to use if they forget how the familiar story sounds.
- Partner read the stories together and talk about books.

ELA: GRADE 1

Writing	Reading
<p>Unit 1: Building Your Writing ToolBox Launching/Pattern Books</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers use a writing process to communicate. ● Writers use pattern book structures. ● Writers use conventions so others can read their work. 	<p>Unit 1: Building Your Reading Tool Box Pattern Books (non-fiction/fiction)</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers make sure to choose books they enjoy and can read with fluency, accuracy and comprehension. ● Readers talk with partners to help them understand books. ● Readers take care of books so they last. ● Reading communities develop routines for reading workshop.
<p>Unit 2: Opinion Writing: Writing Book Reviews</p> <ul style="list-style-type: none"> ● Writers generate ideas for their reviews ● Writers will write across pages by introducing the topic, giving reasons why, and writing a closing ● Writers elaborate on their reasons to make their review more convincing 	<p>Unit 2: Fiction: Building Strong Reading Muscles</p> <ul style="list-style-type: none"> ● Readers use the cover, title, and pictures to predict what they will be reading about. ● Readers use strategies to read with accuracy. ● Readers determine the meaning of unfamiliar words. ● Readers monitor their reading and make sure it always makes sense. ● Readers retell what they just read to a partner. ● Readers practice smooth and fluent reading to a partner.
<p>Unit 3: Informational Books: Expert Books</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Generate ideas and plan for informational writing. ● Choose different text structures to teach about the topic. ● Elaborate using details that teach the reader about the topic. ● Use conventions precisely to make writing clear. 	<p>Unit 3: Questions You are Curious About</p> <p>Goals</p> <ul style="list-style-type: none"> ● Readers of informational books preview a book and think about what they will be learning about. ● Readers of informational books think about questions they have about the book’s topic. ● Readers use the words and visuals to try to find the answers to their questions. ● Readers work with partners to share their learning and explain their questions and answers.
<p>Unit 4: Small Moments</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers generate ideas for and plan out their stories. ● Writers add to their work by adding to the 	<p>Unit 4: Becoming Friends With Characters: Fiction</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers get to know their characters like they get to know their friends (what they look like, what they do...).

<p>pictures and words and making sure they show what's happening in each part of their story.</p> <ul style="list-style-type: none">● Writers make writing ready for their readers to enjoy (spelling and punctuation).● Writers work with partners to improve their pieces and try new things.	<ul style="list-style-type: none">● Readers pause while they read to think about a character and jot down their thinking.● Readers compare characters in books and think about how they are similar and different.● Readers share their thinking with their partners.
<p>Unit 5: Fiction Series Writing</p> <ul style="list-style-type: none">● Writers develop characters that are similar to themselves.● Writers create many-moment stories where their characters face trouble and need to solve it.● Writers spend time rehearsing for their stories by storytelling, sketching, and getting feedback from their partners.● Writers develop small moment scenes where the characters unsuccessfully attempt to solve their troubles.● Writers reread their writing often and use all they know to elaborate a many-moment story	<p>Unit 5: Series Fiction Reading</p> <ul style="list-style-type: none">● Readers examine the same characters across texts● Readers predict how the story might go after reading several books in a series● Readers of series take note of an author's signature moves and use that to help deepen their understanding of a text● Readers read multiple series and look closely at the lessons the authors teach us● Readers talk about the series in their partnerships and look for similarities or differences in the characters

Writing	Reading
<p>Unit 1: One Scene Stories - <i>Narrative</i></p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers understand the writing process: rehearsal, drafting, revising and editing. ● Writers focus on a scene and “write long” about it. ● Writers use conventions to make their writing easy to read. ● Writers use strategies independently that move them through the writing process. 	<p>Unit 1: Understanding Characters & Their Adventures</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers make sure their stories always make sense when they read. ● Readers share their understanding with others in a variety of ways (retell, reactions, ideas...). ● Readers recognize that stories are made up of parts (story elements) and use them to help them retell. ● Readers read and reread in a smooth voice that shows the feeling of the part of the book. ● Readers develop routines to live a life of a reader
<p>Unit 2: Fairytales & Folktales</p> <ul style="list-style-type: none"> ● Writers consider the setting and the magical elements in the story ● Writers focus on incorporating thoughts, actions, dialogue, and description to tell a story ● Writers use their storytelling skills to write a fairytale or folktale with a clear beginning, middle, and end ● Writers edit their fairytales or folktales based on a self-generated checklist 	<p>Unit 2: Fairytales & Folktales</p> <ul style="list-style-type: none"> ● Readers read fairytales and folktales by examining the characters quest or journey ● Readers analyze the characters choices and use them to think about the story’s message ● Readers discuss with their partnerships the lessons learned in folktales and fairytales ● Readers notice how the author creates the magical world for the story to take place in
<p>Unit 3: Informational Expertise Books</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Informational writers generate ideas by thinking about where they are experts. ● Writers elaborate on a topic they know about with words and visuals. ● Writers use text features to share all that they know and how the information goes together. ● Writers make sure they use precise words and accurate information. ● Writers reread their writing so it makes sense and looks right. 	<p>Unit 3: Reading to Learn Information Non-Fiction (All Abouts)</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers use an informational book’s structure and features to help them learn. ● Readers develop an understanding of an informational text topic by stopping to think and jot notes. ● Readers have strategies to help them understand a text when it gets difficult or confusing. ● Readers share what they are learning with others.
<p>Unit 4: Persuasive Mini-Critic Reviews Persuasive Letter Writing</p> <ul style="list-style-type: none"> ● Writers generate ideas for their reviews ● Writers write reviews including their 	<p>Unit 4: Realistic Fiction Series Reading: Developing Ideas About Characters (In Partnerships)</p> <ul style="list-style-type: none"> ● Readers pay attention to what a character does, says, and thinks.

<p>opinion and reasons that support that</p> <ul style="list-style-type: none"> ● Writers elaborate on their opinions by adding examples ● Writers revise and elaborate their writing to make it interesting to readers. ● Writers revise their reviews by trying out new ways to organize and structure it ● Writers edit their reviews to make it clear and convincing to readers 	<ul style="list-style-type: none"> ● Readers write down their ideas about characters and explain these ideas to their partners. ● Readers compare their ideas with their partners' ideas. ● Readers read in a way that matches the character's feelings or traits. ● Readers study characters and form ideas about them. ● Readers write down their opinions and explain why they have them.
<p>Unit 5: Poetry Mini-Unit (2-3 weeks!)</p> <ul style="list-style-type: none"> ● Writers generate ideas for poetry by looking at objects, experiences, pictures with poet eyes ● Writers create poetry with voice, power, and purpose ● Writers reshape and revise their poetry to add power ● Poets go back and edit their poetry and make purposeful choices about how they want to use punctuation and spacing 	<p>Unit 5: Poetry Unit</p> <ul style="list-style-type: none"> ● Readers of poetry explore various ways in which authors create emotion and imagery through words ● Readers reread poetry and look for other messages and meanings ● Readers share interpretations of poetry with others and form ideas about what the poem might be telling or teaching us
<p>Unit 6: Informational Unit: <u>Research Slide Show Presentations</u> - <i>Informational</i> (digital platform for publishing)</p> <ul style="list-style-type: none"> ● Writers take notes as they research and sort them into categories. ● Writers elaborate and “write long” about categories of information they find. ● Writers draft slides for a presentation by including a heading (category) and facts that go with that heading. ● Writers use what they know about including informational text features into their presentation slides. ● Writers consider the transitions between slides and make sure they connect in a clear way. ● Writers present their digital slide shows by explaining and not just reading what they wrote. <p>(Sustainability/Resources)</p>	<p>Unit 6: Reading Non-Fiction with a Lens on Research: <i>Pursuing Topics of Interest</i></p> <ul style="list-style-type: none"> ● Researchers create collections of books and resources to study about a topic. ● Researchers organize their books into “starter books” and “harder books” to figure out the order they will begin to read the collection. ● Researchers take notes about what they are learning and organize them into categories in their notebooks.
<p>Unit 7: (time permitted) Mini-Unit: Authoring an Independent Writing Life</p>	<p>Unit 7: (time permitted) Mini-Unit Authoring an Independent Reading Life (Charlotte's Web: Interactive Read Aloud)</p>

ELA: GRADE 3

Writing	Reading
<p>Unit 1: Personal Narrative: Crafting True Stories</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers generate ideas for stories and write stories using the story structure. ● Writers maintain focus on a memorable moment ● Writers elaborate using narrative details. ● Writers revise their personal narratives ● Writers edit their personal narratives thinking about grammar and conventions to express writing clearly. 	<p>Unit 1: Rejuvenating our Reading Lives: Studying Characters</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers describe and build their reading identities. ● Readers choose “just right” texts and use both tools and strategies to help them understand. ● Readers support each other in the reading community by sharing strategies, building conversation, and using routines to improve their reading lives. ● Readers jot and write about their reading to remember, reflect, grow, and deepen ideas
<p>Unit 2: All About/Q & A Books</p> <ul style="list-style-type: none"> ● Writers plan for an informational book by listing questions that go with the topic. ● Writers collect entries that explain the answer to their questions. ● Writers consider the sequence of information they want to teach and draft in a way that matches that order. ● Writers revise by using precise language, visuals, and by making sure each question and answer align. ● Writers talk with with support partners. 	<p>Unit 2: Navigating Non-Fiction: What’s the Point? Determining Main Ideas Authors’ Want us to Know</p> <ul style="list-style-type: none"> ● Readers figure out the broad topic, main topic, and main ideas of a text. ● Readers use information from words and text features to determine main ideas and details. ● Readers share the key details and explain how they support the main idea. ● Readers teach their partners about their topic by describing the connections between parts of a text and how they go together. ● Readers compare information across books with a partner and through writing.
<p>Unit 3: Exploring Influential People</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers generate ideas and plan for informational writing. ● Writers choose different text structures to teach about the topic/person ● Writers elaborate using details that teach the reader about the topic and the person’s life ● Writers use conventions precisely to make writing clear. 	<p>Unit 3: Biography Book Clubs (Fiction & Biography)</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers notice the characteristics that are similar and different about fiction and biography. ● Readers pay attention and keep track of the characters- especially their challenges, triumphs, and life lessons and compare these across texts. ● Readers talk about the larger messages authors are sending us about the world.
<p>Unit 4: <u>Character-Based Literary Essay</u></p>	<p>Unit 4: Mystery Book Clubs</p>

- Writers collect ideas with evidence about the characters they read about.
- Writers collect longer entries where they expand and explain their ideas about characters.
- Writers choose a claim they can support throughout the book about a character.
- Writers plan for an essay that supports the claim with boxes and bullets.
- Writers draft essays that prove a claim, include specific examples from the text, and explanations.
- Writers use introductions and conclusions to set up and close their arguments.
- Writers maintain a formal style of writing.

- Readers notice the elements of a mystery and use these elements to read with purpose
- Readers pay attention to the ways in which the author develops and deepens the problem/mystery in the text
- Readers look closely at who the characters are as people and use that to predict how the story might go
- Readers keep track of their thinking across the mystery and revisit ideas as they learn more

Unit 5: Persuasive Writing: Writing Petitions & Persuasive Speeches

- Writers state their claim right from the start
- Writers write multiple reasons to support their opinion
- Writers will write persuasive speeches/petitions/including their opinion and reasons that support that
- Writers will elaborate on their opinions by adding examples
- Writers will revise and elaborate their writing to make it interesting to readers.
- Writers revise their petitions/speeches by trying out new ways to organize and structure it

Unit 5: Synthesizing and Uncovering Main Idea

- Readers figure out the broad topic, main topic, and main ideas of a text.
- Readers use information from words and text features to determine main ideas and details.
- Readers share the key details and explain how they support the main idea.
- Readers teach their partners about their topic by describing the connections between parts of a text and how they go together.
- Readers compare information across books with a partner and through writing.

Unit 6: Fractured Fairytales

Goals:

- Writers have different ways to get ideas for our fairy tales
- Writers use the elements of storytelling to create their fantasy worlds
- Writers think about ways we can elaborate the scenes of their fairytales

Unit 6: Fairy Tales & Fantasy

- Readers look closely at how the magical parts of the story influence how the story goes
- Readers pay close attention to the setting and what kinds of values and beliefs the characters hold true
- Readers compare the themes of fairy tales and fantasy noticing any patterns across texts
- Readers stop and record their thinking as they read and go back to revise and confirm theories
- Readers participate in several booktalks to extend and deepen their ideas

ELA: GRADE 4

Writing	Reading
<p>Unit 1: Purposeful Personal Narratives Using the Writing Notebook - Narrative</p> <ul style="list-style-type: none"> ● Writers use a notebook to take risks and try out strategies. ● Writers use a process that involves collecting entries, choosing ideas, planning, drafting, revising, and editing. ● Writers create a personal narrative focusing on a small moment of time (scene). ● Writers recreate their moments for readers to understand by including dialogue, internal thinking, description, and small actions 	<p>Unit 1: Studying & Sharing Our Thinking about Characters</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers choose books they can and want to read. ● Readers pay attention to their thinking as they read. ● Readers create reading notebook entries to record and develop their thinking. ● Readers share their thinking with others in conversations. ● Readers reflect on their reading process and set goals for themselves.
<p>Unit 2: Informational Feature Articles</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers study what feature article writers do and make a plan for how they will research their topic. ● Writers collect information on a topic and verify it is accurate. ● Writers consider what format to present their information-- visual parts and text parts. ● Writers draft their feature articles using precise words, accurate information, and clear descriptions. ● Writers consider their audience and use terms and explanations that match their background on a topic. ● Writers reread and edit their feature articles so they are conventionally correct and sources are cited. 	<p>Unit 2: Synthesizing Main Ideas Across Texts</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers identify the type of nonfiction text they are reading ● Readers understand what synthesis means ● Readers think over-time and refine their thinking about a nonfiction topic ● Readers use reading notebook entries to synthesize information ● Readers use conversations to synthesize information
<p>Unit 3: Theme Literary Essay - <i>Opinion</i></p> <ul style="list-style-type: none"> ● Writers interpret themes in short stories and take notes to keep track of them. ● Writers notice that different short stories have common themes. ● Writers notice how authors portray similar themes in different ways. 	<p>Unit 3: Historical Fiction</p> <ul style="list-style-type: none"> ● Readers think over-time and refine their thinking about characters ● Readers compare characters within and across books ● Readers use reading notebook entries to understand characters

<ul style="list-style-type: none"> ● Writers make claims across short stories to prove a common theme. ● Writers use specific references to the short stories (ex. direct quotes and examples) to support their claims. ● Writers build an essay that proves a claim and shows a logical line of thinking. ● Writes accurately cite where a direct or indirect quote comes from in a short story. 	<ul style="list-style-type: none"> ● Readers pay attention to how the setting and time period influences the story ● Readers use conversations to understand characters in deeper ways
<p>Unit 4: Persuasive Writing (TBD)</p>	<p>Unit 4: Considering Multiple Perspectives: book/ research clubs (Tying in the science/social studies)</p> <ul style="list-style-type: none"> ● Readers understand what perspectives means ● Readers identify the perspective(s) in their texts along with those that are missing ● Readers compare perspectives on the same topic ● Readers use reading notebook entries to understand perspectives ● Readers use conversations to understand perspectives
<p>Unit 5: Writing Fanfiction</p> <ul style="list-style-type: none"> ● Writers generate ideas for and plan fiction stories inspired by and based on literature. ● Writers elaborate using the elements of fiction and craft inspired by a piece of literature. ● Writers use grammar and conventions to convey ideas precisely and powerfully. ● Writers use writing clubs to give and get feedback throughout the writing process. 	<p>Unit 5: Fiction Book Clubs Interpreting Themes in Books and In Our Lives</p> <ul style="list-style-type: none"> ● Readers understand what interpreting themes means ● Readers use frames and patterns to learn larger life lessons from books ● Readers compare themes across different texts ● Readers use reading notebook entries to interpret themes ● Readers use conversations to interpret themes
<p>Unit 6: Possible Mini-Unit: Authoring an Independent Writing Life</p>	<p>Unit 6: Authoring an Independent Reading Life: Mixed Genre</p>

ELA: GRADE 5

Writing	Reading
<p>Unit 1: Launching/Memoir</p> <ul style="list-style-type: none"> ● Writers generate ideas for memoir by thinking about pivotal moments in their lives ● Writers draft memoirs blending personal essay and personal narrative ● Writers infuse reflective writing and play with various structures ● Writers revise and publish their memoirs ● Writers edit their memoirs thinking about how to make them clearer for the reader 	<p>Unit 1: Launching/Fiction</p> <ul style="list-style-type: none"> ● Readers understand what interpreting themes means. ● Readers use frames and patterns to learn larger life lessons from books. ● Readers compare themes across different texts. ● Readers use reading notebook entries to interpret themes. ● Readers use conversations to interpret themes.
<p>Unit 2: Literary Analysis: Writing About Reading Exploring Themes Across Texts</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers generate ideas about worthwhile topics worth sharing after reading powerful texts ● Writers write multiple paragraphs using specific text evidence and their thinking to support that ● Writers write a clear opening and closing that states their claim with clarity and purpose ● Writers use transitions to go from one idea to the next and think about their specific word choice ● Writers edit their work to make their message strong and clear for their reader 	<p>Unit 2: Realistic Fiction Making Claims Across Different Texts</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers make claims about a text’s themes, conflicts, and influence of point of view. ● Readers adjust their strategies according to the genre of the text. ● Readers compare their claims across genres and texts. ● Readers support their claims with relevant evidence and explanation. ● Readers use writing and conversation to deepen their understanding across texts.
<p>Unit 3: Informational Feature Article</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers explore ways to digitally publish their feature articles by considering their message & their audience ● Writers select topics and refine those topics for appropriate focus. ● Writers explain their information using precise language, voice, and structure. ● Writers research and include that research when explaining their information. ● Writers use grammar and conventions to convey ideas precisely and powerfully. 	<p>Unit 3: Informational: Exploring The World’s Hemisphere Reading, Research, and Writing</p>
<p>Unit 4: Persuasive Letters: Researched Based</p>	<p>Unit 4: Social Issues: Comparing Themes Across</p>

<ul style="list-style-type: none"> ● Writers learn from different media types on a particular topic. ● Writers take a solid stance (claim and argument) and support it with clear evidence. ● Writers persuade the reader by using voice, structure, and precise language. ● Writers use grammar and conventions to convey ideas precisely and powerfully. 	<p>Novels (Book Clubs)</p> <ul style="list-style-type: none"> ● Readers use close reading strategies to generate ideas about possible themes with their book club. ● Readers analyze literary elements to generate ideas about possible themes. ● Readers make claims about a book’s themes after finishing reading the text, rereading notes, and discussing it with a partner. ● Readers compare themes across texts with text evidence and explanation. ● Readers establish routines for managing book clubs. ● Readers use what they know about characters, their relationships, and conflict to form ideas worth sharing with their club. ● Readers notice how the setting is impacting the characters.
<p>Unit 5: Science- Fiction</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Writers generate ideas for their fantasy stories ● Writers understand the arc of a story and how to create excitement for reader ● Writers create a lesson or theme through their fantasy pieces ● Writers elaborate their fantasy stories by adding details to the setting, character complexities, and symbolism ● Writers revise and edit their fantasy stories 	<p>Unit 5: Reading Like a Fan to See the World Through an Author’s Eyes: (Science-Fiction & Fantasy)</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers read many books by a particular author, learning that author’s characteristics or trademarks through setting, plot, character, and craft. ● Readers synthesize themes across many texts to consider the author’s overall message. ● Readers use conversation to deepen understanding of the books and the author they are studying. ● Readers reflect and share how their thinking is moved or shaped by a particular author.

ELA: GRADE 6

Writing	Reading
<p>Unit 1: Launching/Personal Narrative Choosing Relevant Themes and Writing to Address Those Themes</p> <ul style="list-style-type: none"> ● Writers generate powerful ideas for personal narrative stories ● Writers plan for their writing considering character(themselves) and theme. ● Writers independently revise focusing on character(themselves) and theme. ● Writers use grammar and conventions to convey ideas precisely and powerfully. 	<p>Unit 1: Digging Deeper into Fiction (& Sign Posts)</p> <ul style="list-style-type: none"> ● 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. ● 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
<p>Unit 2: Argument Essay- student choice topic</p> <ul style="list-style-type: none"> ● Writers select topics and refine those topics for appropriate focus ● Writers research and include that research when explaining their information. ● Writers explain their information using precise language, voice, and structure. ● Writers use grammar and conventions to convey ideas precisely and powerfully. 	<p>Unit 2: Exploring Various Types of Non-fiction Through Research in Current Events</p> <ul style="list-style-type: none"> ● <p>(expository/narrative/hybrid) & Sign Posts for Non-Fiction</p>
<p>Unit 3: Literary Analysis: Interpreting and Conveying Messages and Ideas</p> <ul style="list-style-type: none"> ● Writers write about the thinking work they are doing as readers. ● Writers craft claims that set up a clear essay structure. ● Writers craft literary essays that explore themes in a single text. ● Writers develop convincing argument essays with evidence and explanation. ● Writers craft literary essays that explore themes in multiple texts. ● Writers revise drafts to make them more precise, convincing and coherent. ● Writers use grammar and conventions to convey ideas precisely and powerfully. 	<p>Unit 3: Dystopian Literature Book Clubs</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Readers independently manage their book clubs. ● Readers build background information about their study (Holocaust/WWII). ● Readers are able to study patterns of intolerance and justice through their reading and in clubs. ● Readers and clubs grow theories by reading closely, asking questions and growing conversations. ● Readers understand how author's choices develop the reader's overall understanding of the text. ● Readers revise their thinking in preparation for their writing.

Unit 4: Writers Make Choices for their Audience and Message: Content Area Writing with a Lens of History

Goals:

- 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 audience.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

Unit 4: Informational Research: Developing an Analytical Lens for Reading

Goals:

- Readers independently manage their research clubs.
- Readers use common features and structures of informational text to make meaning.
- Readers independently, and in clubs, think big about the ideas in their books.
- Readers become knowledgeable about their subjects.

Unit 5: Writing Hero's Tales

- Writers generate ideas for their hero tales think about narrative writing elements
- Writers write with the idea of taking the reader on a hero's journey (the arc of a story!)
- Writers create a story where the hero learns something about life
- Writers elaborate their hero's journey stories using a variety of craft
- Writers use grammar and conventions to convey ideas with clarity and purpose

Unit 5: Mythology & Hero's Tales (Graphic Novels)