Learning Targets:

6_W_1 The student will understand and apply the structure of the workshop model.
6_W_1_A Identify the purpose of the three components within the workshop model: crafting, composing, reflecting
6_W_1_B Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R)
6_W_1_C Understand and demonstrate the procedures and routines during Writer’s Workshop (K, S)
6_W_1_D Use a writer’s notebook (i.e. folder, binder, composition notebook) (S)
6_W_1_E Explain and demonstrate the work of a writer (K, S)
6_W_1_F Identify the ways that writers get their ideas (K)
6_W_1_G Identify the resources that writers use (K)
6_W_1_H Communicate about writing in a variety of ways (S)
6_W_1_I Recognize steps in the writing process (K)
6_W_1_J Select appropriate personal goals as a writer to monitor progress (K)

6_W_2 Follow a writing process to develop a piece of writing through planning, writing a draft, strengthening writing through revising, editing or rewriting, and produce and publish a piece of writing (P) (W.6.5,6)
6_W_2_A Follow a writing process to develop a piece of writing through planning, writing a draft, strengthening writing through revising, editing or rewriting, and produce and publish a piece of writing (P) (W.6.5,6)
6_W_2_B Apply appropriate paragraphing (P)
6_W_2_C Use semi-colons, colons, commas, parentheses, and dashes accurately to set off non-restricted parenthetical elements (K) (L.6.2a)
6_W_2_D 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 (P) (W.6.10)

Essential Standard(s):

6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.
6_W_3 The student will apply the conventions of Standard English grammar and usage in writing.
6_W_4 The student will understand and apply the structure of the workshop model: crafting, composing, reflecting
6_W_5 The student will know and use strategies (R) (W.6.8)
6_W_6 The student will speak and listen effectively in multiple contexts.

Unit 1: Launching Writers’ Workshop

Unit 2: Narrative Writing

Unit 3: Informative/Explanatory Writing

Unit 4: Argument Writing

Essential Standard(s):

6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.
6_W_3 The student will apply the conventions of Standard English grammar and usage in writing.
6_W_4 The student will understand and apply the structure of the workshop model: crafting, composing, reflecting
6_W_5 The student will know and use strategies (R) (W.6.8)
6_W_6 The student will speak and listen effectively in multiple contexts.

Unit 3: Informative/Explanatory Writing

Essential Standard(s):

6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.
6_W_3 The student will apply the conventions of Standard English grammar and usage in writing.
6_W_4 The student will understand and apply the structure of the workshop model: crafting, composing, reflecting
6_W_5 The student will know and use strategies (R) (W.6.8)
6_W_6 The student will speak and listen effectively in multiple contexts.

Unit 4: Argument Writing

Essential Standard(s):

6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.
6_W_3 The student will apply the conventions of Standard English grammar and usage in writing.
6_W_4 The student will understand and apply the structure of the workshop model: crafting, composing, reflecting
6_W_5 The student will know and use strategies (R) (W.6.8)
6_W_6 The student will speak and listen effectively in multiple contexts.

Unit 5: Argument Writing

Essential Standard(s):

6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.
6_W_3 The student will apply the conventions of Standard English grammar and usage in writing.
6_W_4 The student will understand and apply the structure of the workshop model: crafting, composing, reflecting
6_W_5 The student will know and use strategies (R) (W.6.8)
6_W_6 The student will speak and listen effectively in multiple contexts.

Unit 6: Argument Writing

Essential Standard(s):

6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.
6_W_3 The student will apply the conventions of Standard English grammar and usage in writing.
6_W_4 The student will understand and apply the structure of the workshop model: crafting, composing, reflecting
6_W_5 The student will know and use strategies (R) (W.6.8)
6_W_6 The student will speak and listen effectively in multiple contexts.

Unit 7: Argument Writing

Essential Standard(s):

6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.
6_W_3 The student will apply the conventions of Standard English grammar and usage in writing.
6_W_4 The student will understand and apply the structure of the workshop model: crafting, composing, reflecting
6_W_5 The student will know and use strategies (R) (W.6.8)
6_W_6 The student will speak and listen effectively in multiple contexts.

Unit 8: Argument Writing

Essential Standard(s):

6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.
6_W_3 The student will apply the conventions of Standard English grammar and usage in writing.
6_W_4 The student will understand and apply the structure of the workshop model: crafting, composing, reflecting
6_W_5 The student will know and use strategies (R) (W.6.8)
6_W_6 The student will speak and listen effectively in multiple contexts.

Unit 9: Argument Writing

Essential Standard(s):

6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.
6_W_3 The student will apply the conventions of Standard English grammar and usage in writing.
6_W_4 The student will understand and apply the structure of the workshop model: crafting, composing, reflecting
6_W_5 The student will know and use strategies (R) (W.6.8)
6_W_6 The student will speak and listen effectively in multiple contexts.
May 2014

6th Grade English Language Arts Curriculum Year-At-A-Glance – Reading

Unit 1: Launching Readers’ Workshop

Learning Targets:
- 6_R_1_A Explain and demonstrate the work of a reader (K, S)
- 6_R_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting (K, R)
- 6_R_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R)
- 6_R_1_D Select a variety of appropriate text on interest, purpose and reading level and keep a record of reading (R)
- 6_R_1_E Understand and demonstrate the procedures and routines during Reader’s Workshop (K, S)
- 6_R_1_F Communicate about reading in a variety of ways (S)
- 6_R_1_G Select appropriate personal goals as a reader to monitor progress (K)

Essential Standard(s):
- 6_SL_1_A Follow agreed-upon rules for discussions and speaking (i.e.: listen to others, speak one at a time, eye contact, volume, pace, be prepared) (S) (SL.6.1,2)

Unit 2: Using Schema

Learning Targets:
- 6_R_3_A Analyze plot to determine a theme (R) (RL.6.2)
- 6_R_3_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting (K, R)

Essential Standard(s):
- 6_SL_1_C Consult glossaries, dictionaries, thesauruses, and other digital information and knowledge to determine the meaning of unknown words (K) (L.6.5)

Unit 3: Monitoring for Meaning

Learning Targets:
- 6_R_4_A Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a variety of literature (K, R)
- 6_SL_1_C Tell a story, recount an experience, or report on a topic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S) (SL.6.4)

Essential Standard(s):
- 6_SL_1_D Describe how characters evolve as the plot moves toward a resolution (R) (RL.6.3)

Unit 4: Asking Questions

Learning Targets:
- 6_R_3_C Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text (R) (RL.6.1)

Essential Standard(s):
- 6_R_4_B Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot in literature (R) (RL.6.5)

Unit 5: Inferring

Learning Targets:
- 6_R_3_C Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text (R) (RL.6.1)
- 6_R_4_C Analyze the author’s words and identify evidence from the text to support both stated and inferential questions (including author’s purpose and point of view) (R) (RL.6.1)
- 6_R_4_D compare and contrast one author’s presentation of events and ideas with that of another (e.g., a memoir written by and a biography on the same person) (R) (RL.6.9)

Essential Standard(s):
- 6_R_3_B Compare the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text (R) (RL.6.7)

Unit 6: Using Sensory Images

Learning Targets:
- 6_R_4_D Compare and contrast mental images created while reading and the images presented in a media version of the same informational text (R) (RL.6.9)
- 6_R_3_G Interpret figures of speech including hyperbole, personification, and onomatopoeia (RL.6.5a)

Essential Standard(s):
- 6_R_3_C Consult glossaries, dictionaries, thesauruses, and other digital information and knowledge to determine the meaning of unknown words (K) (L.6.5)

Unit 7: Determining Importance

Learning Targets:
- 6_R_4_B Compare a summary stating the key points of an informational text without adding my own opinions or feelings (R) (RL.6.2)
- 6_R_3_B Compare a summary stating the key points of a piece of literature without adding my own opinions or feelings (R) (RL.6.2)

Essential Standard(s):
- 6_R_3_A Compare and contrast how two genres of literature can communicate to the same theme or topic (R) (RL.6.9)

Unit 8: Synthesizing

Learning Targets:
- 6_R_3_C Analyze how a narrator’s point of view by revealing thoughts, feelings, actions, and spoken words (R) (RL.6.6)
- 6_R_3_A Analyze plot to determine a theme (R) (RL.6.3)

Essential Standard(s):
- 6_R_4_E Compare and contrast how two forms or genres of informational text can communicate to the same theme or topic (R) (RL.6.9)

Learning Targets:
- 6_R_3_D Compare and contrast how two genres of literature can communicate to the same theme or topic (R) (RL.6.9)

Essential Standard(s):
- 6_R_4_D Compare and contrast how two genres of literature can communicate to the same theme or topic (R) (RL.6.9)

Learning Targets:
- 6_R_3_A Compare and contrast how two forms or genres of informational text can communicate to the same theme or topic (R) (RL.6.9)

Essential Standard(s):
- 6_R_4_E Compare and contrast how two genres of literature can communicate to the same theme or topic (R) (RL.6.9)