

*SPPS Literacy Initiative
2011-2012*

Saint Paul Public Schools

Reader's Workshop and Writer's Workshop Pacing Guide for Whole Class Instruction

Grade 6

This pacing guide provides the overall scope and sequence of whole class mini-lessons for Grade 6 Reader's Workshop. This year-long sequence incorporates:

- Saint Paul Public Schools' (SPPS) unit for launching the sixth grade Reader's Workshop;
- Comprehension Strategy Instruction (CSI) shared reading (SR) lessons, materials, and recommended writing connections;
- Interactive Read-Alouds (IRA);
- Days for teaching SPPS reading mini-lessons on texts that will be revisited as mentor texts in subsequent Writer's Workshop units of study; and,
- Flexible days for teachers to plan for response to student needs.

This pacing guide provides the SPPS Writer's Workshop Unit of Study Calendar including:

- SPPS Writer's Workshop Units of Study K-6;
- Pacing and big ideas (based on Minnesota and NCEE writing standards) for each grade level unit; and,
- Suggested products and artifacts.

Grade 6 Pacing Guide

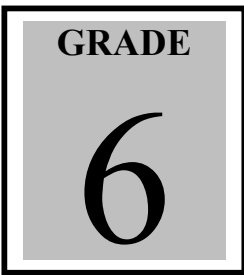
The sixth grade *Reader’s Workshop Whole Class Mini-lessons Pacing Guide* presents a full-year sequence for whole class reading instruction. During the 15-minute mini-lesson, transparencies/and or CDs for shared reading as well as the interactive read aloud selections spiral up in complexity across genres.

Although sessions are consecutive for each CSI shared reading and Linda Hoyt interactive read aloud lesson, sessions do not always fall within the Monday-Friday span. In addition, “Flex Mini-lessons” offer opportunities to revisit needed foci or favorite books.

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|---|---|---|--|--|--|
| 1 | <p>CSI SR, Day 1: “300 Million and Counting” English Language Arts: Expository</p> <p>Asking Questions: Readers ask questions (before, during, and after reading) to enhance understanding, find answers or specific information, discover new information, and understand the value of research.</p> | <p>CSI SR, Day 2: “300 Million and Counting” English Language Arts: Expository</p> <p>Asking Questions: Readers ask questions (before, during, and after reading) to enhance understanding, find answers or specific information, discover new information, and understand the value of research.</p> | <p>CSI Cooperative Activity, Day 3: “The Common Cold:” English Language Arts: Expository</p> <p>Asking Questions: Readers ask questions (before, during, and after reading) to enhance understanding, find answers or specific information, discover new information, and understand the value of research.</p> | <p>CSI SR, Day 1: “It’s Bugalicious!” Math Literacy: Expository</p> <p>Asking Questions: Readers ask questions to find specific information, construct meaning, and enhance their understanding of expository text.</p> | <p>CSI SR, Day 2: “It’s Bugalicious!” Math Literacy: Expository</p> <p>Asking Questions: Readers ask questions to find specific information, construct meaning, and enhance their understanding of expository text.</p> |
| 3 | <p>CSI Cooperative Activity, Day 3: “Cricket Thermometer” Math Literacy: Expository</p> <p>Asking Questions: Readers ask questions to find specific information, construct meaning, and enhance their understanding of expository text.</p> | <p>CSI SR, Day 1: “English Only?” English Language Arts: Expository</p> <p>Monitoring Comprehension and Repairing Understanding: Readers monitor their understanding by thinking critically about text, questioning the information or author, and considering others readers’ questions.</p> | <p>CSI Cooperative Activity, Day 2: “Chicano Literature” English Language Arts: Expository</p> <p>Monitoring Comprehension and Repairing Understanding: Readers monitor their understanding by thinking critically about text, questioning the information or author, and considering others readers’ questions.</p> | <p>IRA Day 1: <i>The True Story of the Three Little Pigs</i>, p. 113 Fiction: Fairytale</p> <p>Plot: Readers identify the parts of the plot (introduction, initiating event, rising action, climax, and conclusion) to think about how the author moves the story forward and to enhance their understanding and appreciation of text.</p> | <p>IRA Day 2: <i>The True Story of the Three Little Pigs & “Story Map,”</i> p. 114 Fiction: Fairytale</p> <p>Plot: Readers identify the parts of the plot (introduction, initiating event, rising action, climax, and conclusion) to think about how the author moves the story forward and to enhance their understanding and appreciation of text.</p> |

1. The day number refers to the lesson sequence. Lesson plans for CSI shared reading lessons with corresponding cooperative activities have two or three mini-lessons; interactive read alouds have one or two mini-lessons.
2. The title of the selection appears in each box. The content area and genre/text type are included within the first mention of the selection.
3. The teaching focus is specified for each session.
4. Interactive read aloud selections have one or two mini-lessons and one focus.
5. Writing connections that align with Reader’s Notebook strategies and support CSI shared reading or cooperative activity lessons are included.

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| <p>CSI SR, Day 2: “Benjamin Banneker” Math Literacy: Biography</p> <p>Determining Important Ideas: Readers remember important information, build background knowledge, and distinguish important or main ideas from supporting details.</p> <p>**Writing Connection Recommended</p> | 5 |
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Saint Paul Public Schools Project for Academic Excellence

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 6
September**

2011-2012

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| <p>5</p> <p>Labor Day Holiday</p> | <p>6</p> | <p>7</p> | <p>10</p> | <p>11</p> |
| <p>Reader’s Workshop Launch Unit Overview Available at: http://www.thecenter.spps.org/elemlit.html</p> | | | | |
| <p>12</p> | <p>13</p> | <p>14</p> | <p>15</p> | <p>16</p> |
| <p>Reader’s Workshop Launch Unit Overview & CSI Introductory Lessons Available at: http://www.thecenter.spps.org/elemlit.html</p> | | | | |
| <p>Note the addendum for the CSI Day 2 Introductory Lesson in the <i>Gr. 6 Reader’s Workshop Launch Unit</i>.</p> | | | | |
| <p>19</p> <p>Reader’s Workshop Launch Unit Overview & CSI Introductory Lessons</p> | <p>CSI SR, Day 1: “Preparing for Life in Space” 20 Social Studies Literacy: Expository Lesson available at http://www.thecenter.spps.org/elemlit.html Making Connections: <i>Readers deepen their understanding of a text by consciously making connections between the text, their background knowledge, other texts, and their world knowledge.</i></p> | <p>CSI SR, Day 2: “Preparing for Life in Space” 21 Social Studies Literacy: Expository Lesson available at http://www.thecenter.spps.org/elemlit.html Making Connections: <i>Readers deepen their understanding of a text by consciously making connections between the text, their background knowledge, other texts, and their world knowledge.</i></p> | <p>CSI Cooperative Activity, Day 3: “Lifeblood of the World” 22 Social Studies Literacy: Expository Lesson available at http://www.thecenter.spps.org/elemlit.html Making Connections: <i>Readers deepen their understanding of a text by consciously making connections between the text, their background knowledge, other texts, and their world knowledge.</i></p> | <p>CSI SR, Day 1: “Small is Huge” 23 Science Literacy: Expository Making Connections: <i>Readers deepen their understanding of text by consciously making connections as they read.</i></p> |
| <p>CSI SR, Day 2: “Small is Huge” 26 Science Literacy: Expository Making Connections: <i>Readers deepen their understanding of text by consciously making connections as they read.</i></p> | <p>CSI Cooperative Activity, Day 3: “Amy Bruner” 27 Science Literacy: Biography Making Connections: <i>Readers deepen their understanding of text by consciously making connections as they read.</i></p> | <p>IRA Day 1: Faithful Elephants 28 Literary Nonfiction, p. 107 Conflict: <i>Readers enhance their understanding by identifying the four types of conflict (character vs. self, character vs. character, character vs. nature, character vs. society).</i></p> | <p>IRA Day 2: Brave Irene 29 Realistic Fiction Lesson available at http://www.thecenter.spps.org/elemlit.html Conflict: <i>Readers enhance their understanding by identifying the four types of conflict (character vs. self, character vs. character, character vs. nature, character vs. society).</i></p> | <p>IRA Day 3: Brave Irene 30 Realistic Fiction Lesson available at http://www.thecenter.spps.org/elemlit.html Conflict: <i>Readers enhance their understanding by identifying the four types of conflict (character vs. self, character vs. character, character vs. nature, character vs. society).</i></p> |
| <p>These IRA lessons provide preparation for the upcoming <i>Realistic Fiction</i> Writer’s Workshop unit of study.</p> | | | | |

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 6**

2011-2012

October

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| <p>CSI SR, Day 1: “300 Million and Counting” 3 English Language Arts: Expository</p> <p>Asking Questions: Readers ask questions (before, during, and after reading) to enhance understanding, find answers or specific information, discover new information, and understand the value of research.</p> | <p>CSI SR, Day 2: “300 Million and Counting” 4 English Language Arts: Expository</p> <p>Asking Questions: Readers ask questions (before, during, and after reading) to enhance understanding, find answers or specific information, discover new information, and understand the value of research.</p> | <p>CSI Cooperative Activity, Day 3: “The Common Cold:” 5 English Language Arts: Expository</p> <p>Asking Questions: Readers ask questions (before, during, and after reading) to enhance understanding, find answers or specific information, discover new information, and understand the value of research.</p> | <p>CSI SR, Day 1: “It’s Bugalicious!” 6 Math Literacy: Expository</p> <p>Asking Questions: Readers ask questions to find specific information, construct meaning, and enhance their understanding of expository text.</p> | <p>CSI SR, Day 2: “It’s Bugalicious!” 7 Math Literacy: Expository</p> <p>Asking Questions: Readers ask questions to find specific information, construct meaning, and enhance their understanding of expository text.</p> |
| <p>CSI Cooperative Activity, Day 3: “Cricket Thermometer” 10 Math Literacy: Expository</p> <p>Asking Questions: Readers ask questions to find specific information, construct meaning, and enhance their understanding of expository text.</p> | <p>CSI SR, Day 1: “English Only?” 11 English Language Arts: Expository</p> <p>Monitoring Comprehension and Repairing Understanding: Readers monitor their understanding by thinking critically about text, questioning the information or author, and considering others readers’ questions.</p> | <p>CSI Cooperative Activity, Day 2: “Chicano Literature” 12 English Language Arts: Expository</p> <p>Monitoring Comprehension and Repairing Understanding: Readers monitor their understanding by thinking critically about text, questioning the information or author, and considering others readers’ questions.</p> | <p>IRA Day 1: <i>The True Story of the Three Little Pigs</i>, p. 113 13 Fiction: Fairytale</p> <p>Plot: Readers identify the parts of the plot (introduction, initiating event, rising action, climax, and conclusion) to think about how the author moves the story forward and to enhance their understanding and appreciation of text.</p> | <p>IRA Day 2: <i>The True Story of the Three Little Pigs</i> & “Story Map,” p. 114 14 Fiction: Fairytale</p> <p>Plot: Readers identify the parts of the plot (introduction, initiating event, rising action, climax, and conclusion) to think about how the author moves the story forward and to enhance their understanding and appreciation of text.</p> |
| <p>IRA Day 1: <i>Roll of Thunder Hear My Cry</i>, p. 101 17 Historical Fiction</p> <p>Setting: Readers identify and analyze the details that authors use to create a setting and to evoke a feeling or mood.</p> | <p>IRA Day 2: <i>Home of the Brave</i> “Snow” p. 3, “Welcome to Minnesota” p. 17, “Lunch” p. 76 18 Realistic fiction Lesson available at http://www.thecenter.spps.org/elemlit.html</p> <p>Setting: Readers identify and analyze the details that authors use to create a setting and to evoke a feeling or mood.</p> | <p align="center">19</p> <p align="center">Conference Prep Day</p> | <p align="center">20</p> <p align="center">Education Minnesota Professional Conference</p> | <p align="center">21</p> <p align="center">Education Minnesota Professional Conference</p> |
| <p align="center">24</p> <p align="center">Flex Mini-lesson</p> | <p>CSI SR, Day 1: “Snowboarding” 25 English Language Arts: Procedural</p> <p>Visualizing: Readers use their senses to create mental pictures from words in order to engage with text and to develop a deeper understanding.</p> | <p>CSI Cooperative Activity, Day 2: “Who Knew?” 26 English Language Arts: Expository</p> <p>Visualizing: Readers use their senses to create mental pictures from words in order to engage with text and to develop a deeper understanding.</p> | <p>CSI SR, Day 1: “The Ghosts of Angel Island” 27 Social Studies Literacy: Expository</p> <p>Visualizing: Readers visualize, or create mental pictures from words, in order to maintain engagement with text and to develop deeper understanding.</p> | <p>CSI Cooperative Activity, Day 2: “The Ghosts of Angel Island” 28 Social Studies Literacy: Expository</p> <p>Visualizing: Readers visualize, or create mental pictures from words, in order to maintain engagement with text and to develop deeper understanding.</p> |

Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 6
November

2011-2012

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| <p>IRA Day 1: Pictures of Hollis Woods, p. 131 Realistic Fiction</p> <p>Oct. 31</p> <p>Narration & Dialogue: Readers identify and analyze how narration and dialogue in stories reflect character development, point of view, and author’s purpose.</p> | <p>IRA Day 2: The Breadwinner Realistic Fiction Lesson available at http://www.thecenter.spps.org/elemlit.html</p> <p>1</p> <p>Narration & Dialogue: Readers identify and analyze how narration and dialogue in stories reflect character development, point of view, and author’s purpose.</p> | <p>IRA Day 1: Feathers and Fools, p. 137 Fiction</p> <p>2</p> <p>Theme: Readers blend their perspectives with the details that an author presents (plot, events, or evolution of character) to determine the theme(s) in fiction.</p> | <p>IRA Day 2: Faithful Elephants Literary Nonfiction Lesson available at http://www.thecenter.spps.org/elemlit.html</p> <p>3</p> <p>Theme: Readers blend their perspectives with the details that an author presents (plot, events, or evolution of character) to determine the theme(s) in fiction.</p> | <p>4</p> <p>Flex Mini-lesson</p> |
| <p>CSI SR, Day 1: “Traveling Shoes” English Language Arts: Memoir</p> <p>7</p> <p>Drawing Inferences: Readers make predictions before and during reading, draw conclusions based in hints in the text and explore underlying themes.</p> | <p>CSI SR, Day 2: “Traveling Shoes” English Language Arts: Memoir</p> <p>8</p> <p>Drawing Inferences: Readers make predictions before and during reading, draw conclusions based in hints in the text and explore underlying themes.</p> | <p>CSI Cooperative Activity, Day 3: “Famous Dogs—Hachiko” English Language Arts:</p> <p>9</p> <p>Drawing Inferences: Readers make predictions before and during reading, draw conclusions based in hints in the text and explore underlying themes.</p> | <p>10</p> <p>Flex Mini-lesson</p> | <p>11</p> <p>Conference Day</p> |
| <p>CSI SR, Day 1: “Why Does My Foot Sometimes Fall Asleep?” Science Literacy: Expository</p> <p>14</p> <p>Drawing Inferences: Readers make predictions about text and “read between the lines,” gathering clues from the text.</p> | <p>CSI Cooperative Activity, Day 2: “Locusts Find Star Wars Escapist Entertainment” Science Literacy: Expository</p> <p>15</p> <p>Drawing Inferences: Readers make predictions about text and “read between the lines,” gathering clues from the text.</p> | <p>CSI SR, Day 1: “Alaska’s Native Youth Olympics” English Language Arts: Expository</p> <p>16</p> <p>Monitoring Comprehension & Repairing Understanding: Readers recognize when their understanding of the text breaks down and how to repair their understanding. Readers also talk about their thought processes, explaining how and why particular strategies help them clarify their understanding.</p> | <p>CSI SR, Day 2: “Alaska’s Native Youth Olympics” English Language Arts: Expository</p> <p>17</p> <p>Monitoring Comprehension & Repairing Understanding: Readers recognize when their understanding of the text breaks down and how to repair their understanding. Readers also talk about their thought processes, explaining how and why particular strategies help them clarify their understanding.</p> <p>**Writing Connection Recommended</p> | <p>CSI Cooperative Activity, Day 3: “Shark Attack” English Language Arts: Expository</p> <p>18</p> <p>Monitoring Comprehension & Repairing Understanding: Readers recognize when their understanding of the text breaks down and how to repair their understanding. Readers also talk about their thought processes, explaining how and why particular strategies help them clarify their understanding.</p> |
| <p>21</p> <p>Flex Mini-lesson</p> | <p>CSI SR, Day 1: “The New Sound” English Language Arts : Expository</p> <p>22</p> <p>Determining Important Ideas: Readers determine important ideas in order to answer a specific question and to distinguish important or main ideas from supporting details.</p> | <p>CSI SR, Day 2: “The New Sound” English Language Arts : Expository</p> <p>23</p> <p>Determining Important Ideas: Readers determine important ideas in order to answer a specific question and to distinguish important or main ideas from supporting details.</p> | <p>24</p> <p>Thanksgiving Break</p> | <p>25</p> <p>Thanksgiving Break</p> |

Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 6
December

2011-2012

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| Nov. 28 | Nov. 29 | Nov. 30 | 1 | 2 |
| <p>CSI Cooperative Activity, Day 2: “Graham Hicks: Deaf-blind Daredevil” English Language Arts: Biography</p> <p>Determining Important Ideas: <i>Readers determine important ideas in order to answer a specific question and to distinguish important or main ideas from supporting details.</i></p> | <p>Flex Mini-lesson</p> | <p>CSI SR, Day 1: “Benjamin Banneker” Math Literacy: Biography</p> <p>Determining Important Ideas: <i>Readers remember important information, build background knowledge, and distinguish important or main ideas from supporting details.</i></p> | <p>CSI SR, Day 2: “Benjamin Banneker” Math Literacy: Biography</p> <p>Determining Important Ideas: <i>Readers remember important information, build background knowledge, and distinguish important or main ideas from supporting details.</i></p> <p>**Writing Connection Recommended</p> | <p>CSI Cooperative Activity, Day 3: “Probably Not!” Math Literacy: Play</p> <p>Determining Important Ideas: <i>Readers remember important information, build background knowledge, and distinguish important or main ideas from supporting details.</i></p> |
| 5 | 6 | 7 | 8 | 9 |
| <p>CSI SR, Day 1: “Teens Hear Silent Ring Tone” Science Literacy: Article</p> <p>Synthesizing Information: <i>Readers summarize information by identifying the main points of a text, synthesize by combining new information with their background knowledge, and discuss their personal responses and changing thinking.</i></p> | <p>CSI SR, Day 2: “Teens Hear Silent Ring Tone” Science Literacy: Article</p> <p>Synthesizing Information: <i>Readers summarize information by identifying the main points of a text, synthesize by combining new information with their background knowledge, and discuss their personal responses and changing thinking.</i></p> | <p>CSI Cooperative Activity, Day 3: “Pandas and Bamboo” Science Literacy: Expository</p> <p>Synthesizing Information: <i>Readers summarize information by identifying the main points of a text, synthesize by combining new information with their background knowledge, and discuss their personal responses and changing thinking.</i></p> | <p>CSI SR, Day 1: B.O. KO’s Pesky Ants” English Language Arts: Expository</p> <p>Synthesizing Information: <i>Readers synthesize a text by summarizing the content, integrating new information with their background knowledge, and discussing their personal responses to the text.</i></p> | <p>CSI SR, Day 2: B.O. KO’s Pesky Ants” English Language Arts: Expository</p> <p>Synthesizing Information: <i>Readers synthesize a text by summarizing the content, integrating new information with their background knowledge, and discussing their personal responses to the text.</i></p> |
| 12 | 13 | 14 | 15 | 16 |
| <p>CSI Cooperative Activity, Day 3: “Rogue Rage” English Language Arts: Expository</p> <p>Synthesizing Information: <i>Readers synthesize a text by summarizing the content, integrating new information with their background knowledge, and discussing their personal responses to the text.</i></p> | <p>CSI SR, Day 1: “Amazon in Trouble” Social Studies Literacy: Expository</p> <p>Monitoring Comprehension & Repairing Understanding: <i>Readers keep track of their understanding by making notes as they read. They discuss their problems in understanding with other readers and decide which strategy will best solve the problem.</i></p> | <p>CSI SR, Day 2: “Amazon in Trouble” Social Studies Literacy: Expository</p> <p>Monitoring Comprehension & Repairing Understanding: <i>Readers keep track of their understanding by making notes as they read. They discuss their problems in understanding with other readers and decide which strategy will best solve the problem.</i></p> | <p>CSI Cooperative Activity, Day 3: “Why Save the Forest?” Social Studies Literacy: Expository</p> <p>Monitoring Comprehension & Repairing Understanding: <i>Readers keep track of their understanding by making notes as they read. They discuss their problems in understanding with other readers and decide which strategy will best solve the problem.</i></p> | <p>IRA: Langston’s Train Ride, p. 95 Literary Nonfiction</p> <p>Author’s Purpose: <i>Readers classify text and look for clues to help themselves determine the author’s purpose (to persuade, to inform, or to entertain).</i></p> |
| 19 | 20 | 21 | 22 | 23 |
| <p>IRA: “Martha’s Letter” p. 96 Persuasive Letter</p> <p>Lesson available at http://www.thecenter.spps.org/elemlit.html</p> <p>Author’s Purpose: <i>Readers classify text and look for clues to help themselves determine the author’s purpose (to persuade, to inform, or to entertain).</i></p> | <p>IRA: “I Hear America Singing” p. 96, Poem</p> <p>Lesson available at http://www.thecenter.spps.org/elemlit.html</p> <p>Author’s Purpose: <i>Readers classify text and look for clues to help themselves determine the author’s purpose (to persuade, to inform, or to entertain).</i></p> | <p>CSI SR, Day 1: “Earliest Measurements” Math Literacy: Expository</p> <p>Making Connections: <i>Readers deepen their understanding of text by consciously making text-to-text, text-to-self, and text-to-world connections.</i></p> | <p>CSI Cooperative Activity, Day 2: “Quinceanera” Math Literacy: Personal Narrative</p> <p>Making Connections: <i>Readers deepen their understanding of text by consciously making text-to-text, text-to-self, and text-to-world connections.</i></p> | <p>Winter Break</p> |

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 6**

2011-2012

January

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| 2 | 3 | 4 | 5 | 6 |
| Winter Break | Winter Break | Flex Mini-lesson | CSI SR, Day 1: “The March of the Mill Children” Social Studies Literacy: Autobiography Asking Questions: <i>Readers ask questions (before, during, and after reading) to enhance their understanding, find answers or specific information, discover new information, and understand the value of research.</i> | CSI SR, Day 2: “The March of the Mill Children” Social Studies Literacy: Autobiography Asking Questions: <i>Readers ask questions (before, during, and after reading) to enhance their understanding, find answers or specific information, discover new information, and understand the value of research.</i> |
| CSI Cooperative Activity, Day 3: “Go Fish” Social Studies Literacy: Expository Asking Questions: <i>Readers ask questions (before, during, and after reading) to enhance their understanding, find answers or specific information, discover new information, and understand the value of research.</i> | CSI SR, Day 1: “Hunter” English Language Arts: Narrative Visualizing: <i>Readers create mental images from words in order to maintain engagement with text and develop a deeper understanding.</i> | CSI Cooperative Activity, Day 2: “Treasure” English Language Arts: Narrative Visualizing: <i>Readers create mental images from words in order to maintain engagement with text and develop a deeper understanding.</i> | CSI SR, Day 1: “The First Forms of Matter” Science Literacy: Expository Monitoring Comprehension & Repairing Understanding: <i>Readers recognize when their understanding of a text breaks down and learn to repair understanding using a variety of comprehension strategies.</i> | CSI Cooperative Activity, Day 2: “Fizzy Fruit Tickles Tongues” Science Literacy: Article Monitoring Comprehension & Repairing Understanding: <i>Readers recognize when their understanding of a text breaks down and learn to repair understanding using a variety of comprehension strategies.</i> |
| 16 | 17 | 18 | 19 | 20 |
| Martin Luther King Holiday | CSI SR, Day 1: “The Changing Surface” Science Literacy: Expository Determining Important Ideas: <i>Readers sift and sort critical information according to their purpose for reading and differentiate main ideas from supporting details.</i> | CSI Cooperative Activity, Day 2: “How a Rocket Works” Science Literacy: Expository Determining Important Ideas: <i>Readers sift and sort critical information according to their purpose for reading and differentiate main ideas from supporting details.</i> | IRA Day 1: “President Kennedy’s Speech at the Berlin Wall,” Text on p. 26, Speech Lesson available at http://www.thecenter.spps.org/elemlit.html Analyze Critically: <i>Readers critically analyze what they read by considering the quality of the writing, the author’s craft, the sources of information, and the credibility of the author’s argument.</i> | IRA Day 2: <i>The Wall</i>, p. 25 Autobiography Analyze Critically: <i>Readers critically analyze what they read by considering the quality of the writing, the author’s craft, the sources of information, and the credibility of the author’s argument.</i> |
| 23 | 24 | 25 | 26 | 27 |
| IRA Day 1: <i>The Wall</i>, p. 163 Autobiography Literary Language/Word Meanings: <i>Readers use strategies to problem-solve unknown words in text.</i> | IRA Day 2: “Prefixes and Suffixes” Chart p.165 Lesson available at http://www.thecenter.spps.org/elemlit.html Literary Language/Word Meanings: <i>Readers use strategies to problem-solve unknown words in text.</i> | CSI SR, Day 1: “Slavery: It’s Not History Yet” Social Studies Literacy: Expository Drawing Inferences: <i>Readers make predictions before and during reading, draw inferences not directly stated by the author, and explore their personal responses to the themes of a text.</i> | CSI SR, Day 2: “Slavery: It’s Not History Yet” Social Studies Literacy: Expository Drawing Inferences: <i>Readers make predictions before and during reading, draw inferences not directly stated by the author, and explore their personal responses to the themes of a text.</i> **Writing Connection Recommended | Professional Day |

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 6**

2011-2012

February

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| <p>CSI Cooperative Activity Jan. 30 Day 3: "Song of the Coqui" Social Studies Literacy: Folktale</p> <p>Drawing Inferences: Readers make predictions before and during reading, draw inferences not directly stated by the author, and explore their personal responses to the themes of a text.</p> | <p align="center">Jan. 31</p> | <p align="center">1</p> | <p align="center">2</p> | <p align="center">3</p> |
| <p>Literary Essay Mini-lessons Available at: http://thecenter.spps.org/elemlit.html. <i>These reading mini-lessons use texts that will be revisited in the upcoming sixth grade Writer's Workshop Literary Essay unit of study.</i></p> | | | | |
| <p align="center">6</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p align="center">Literary Essay Mini-lessons</p> </div> | <p align="center">7</p> <p align="center">Flex Mini-lesson</p> | <p>CSI SR, Day 1: "Pascal's Triangle" 8 Math Literacy: Explanation</p> <p>Synthesizing Information: Readers collect their thoughts while reading, summarize by identifying main points, make judgments about information, and integrate new information with existing knowledge to form new opinions.</p> | <p>CSI SR, Day 2: "Pascal's Triangle" 9 Math Literacy: Explanation</p> <p>Synthesizing Information: Readers collect their thoughts while reading, summarize by identifying main points, make judgments about information, and integrate new information with existing knowledge to form new opinions.</p> | <p>CSI Cooperative Activity, Day 3: "Food Counts" 10 Math Literacy: Expository</p> <p>Synthesizing Information: Readers collect their thoughts while reading, summarize by identifying main points, make judgments about information, and integrate new information with existing knowledge to form new opinions.</p> |
| <p>CSI SR, Day 1: "Swimming for Shore" 13 English Language Arts: Narrative</p> <p>Monitoring Comprehension & Repairing Understanding: Readers become aware of their thinking as they read and understand how strategies help aid their comprehension. Readers read ahead to clarify meaning, then reread to get a better understanding.</p> | <p>CSI SR, Day 2: "Swimming for Shore" 14 English Language Arts: Narrative</p> <p>Monitoring Comprehension & Repairing Understanding: Readers become aware of their thinking as they read and understand how strategies help aid their comprehension. Readers read ahead to clarify meaning, then reread to get a better understanding.</p> | <p>CSI Cooperative Activity, Day 3: "The War of the Worlds" 15 English Language Arts: Science Fiction</p> <p>Monitoring Comprehension & Repairing Understanding: Readers become aware of their thinking as they read and understand how strategies help aid their comprehension. Readers read ahead to clarify meaning, then reread to get a better understanding.</p> | <p align="center">Flex Mini-lesson</p> | <p align="center">Conference Prep</p> |
| <p align="center">20</p> <p align="center">Presidents' Day Holiday</p> | <p>IRA: Home of the Brave 21 Realistic fiction excerpt</p> <p>Lesson available at http://www.thecenter.spps.org/elemlit.html</p> <p>Point of View: Readers think carefully about the point of view and how the point of view affects the information they receive from the text.</p> | <p>IRA: The True Story of the Three Little Pigs 22 Fiction: Fairytale</p> <p>Lesson available at http://www.thecenter.spps.org/elemlit.html</p> <p>Point of View: Readers think carefully about the point of view and how the point of view affects the information they receive from the text.</p> | <p>CSI SR, Day 1: "Robinson Crusoe" 23 English Language Arts: Narrative/Adventure</p> <p>Making Connections: Readers deepen their understanding of text by consciously making connections as they read.</p> | <p>CSI Cooperative Activity, Day 2: "Apple Drawing" 24 English Language Arts: Novel excerpt</p> <p>Making Connections: Readers deepen their understanding of text by consciously making connections as they read.</p> |

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 6**

2011-2012

March

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|--|--|--|---|--|
| <p>CSI SR, Day 1: Feb. 27 “Devil-Guts Plant Smells Victims” Science Literacy: Expository</p> <p>Asking Questions: Readers ask questions to enhance their understanding of expository text.</p> | <p>CSI Cooperative Activity, Feb. 28 Day 2: “Marathon Man” Science Literacy: Expository</p> <p>Asking Questions: Readers ask questions to enhance their understanding of expository text.</p> | <p>CSI SR, Day 1: “Bad Ads?” Feb. 29 Social Studies Literacy: Expository</p> <p>Determining Important Ideas: Readers determine important information and find ways to remember it, discern the author’s point of view, and set a purpose for reading in order to answer a specific question.</p> | <p>CSI SR, Day 2: “Bad Ads?” 1 Social Studies Literacy: Expository</p> <p>Determining Important Ideas: Readers determine important information and find ways to remember it, discern the author’s point of view, and set a purpose for reading in order to answer a specific question.</p> | <p>CSI Cooperative Activity, Day 3: “Jesse Owens” 2 Social Studies Literacy: Biography</p> <p>Determining Important Ideas: Readers determine important information and find ways to remember it, discern the author’s point of view, and set a purpose for reading in order to answer a specific question.</p> |
| <p>CSI SR, Day 1: “The Heat is On” 5 Science Literacy: Expository/Explanation</p> <p>Monitoring Comprehension & Repairing Understanding: Readers detect obstacles and confusions that impede their understanding and features that support understanding. Readers match difficulties in understanding with the strategy that best clarifies meaning.</p> | <p>CSI Cooperative Activity, 6 Day 2: “Did Earth Fall Over?” Science Literacy: Expository</p> <p>Monitoring Comprehension & Repairing Understanding: Readers detect obstacles and confusions that impede their understanding and features that support understanding. Readers match difficulties in understanding with the strategy that best clarifies meaning.</p> | <p>CSI SR, Day 1: “Frankenstein” 7 English Language Arts: Narrative</p> <p>Drawing Inferences: Readers “read between the lines” by gathering clues from the text, adding their own thoughts to make predictions, and coming to conclusions without direct input from the author. Readers understand that some inferences are open-ended and may remain unresolved at the end of the text.</p> | <p>CSI Cooperative Activity, Day 2: “The Corroborec” 8 English Language Arts: Narrative</p> <p>Drawing Inferences: Readers “read between the lines” by gathering clues from the text, adding their own thoughts to make predictions, and coming to conclusions without direct input from the author. Readers understand that some inferences are open-ended and may remain unresolved at the end of the text.</p> | <p>9</p> <p>Conference Day</p> |
| <p>12</p> <p>Spring Break</p> | <p>13</p> <p>Spring Break</p> | <p>14</p> <p>Spring Break</p> | <p>15</p> <p>Spring Break</p> | <p>16</p> <p>Spring Break</p> |
| <p>19</p> <p>Flex Mini-lesson</p> | <p>20</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Science Literacy Mini-lessons Available at: http://thecenter.org/elemlit.html These reading mini-lessons use the text in the upcoming sixth grade Engineering is Elementary science unit of study.</p> </div> | <p>21</p> | <p>CSI SR, Day 1: “Population” 22 Math Literacy: Expository</p> <p>Drawing Inferences: Readers make predictions before reading, draw conclusions based on information in the text, and discern underlying trends.</p> | <p>CSI Cooperative Activity, Day 2: “Money Around the World” 23 Math Literacy: Expository</p> <p>Drawing Inferences: Readers make predictions before reading, draw conclusions based on information in the text, and discern underlying trends.</p> |
| <p>CSI SR, Day 1: “The Cultural Iceberg” 26 Social Studies Literacy: Expository</p> <p>Monitoring Comprehension & Repairing Understanding: Readers recognize when their understanding of text breaks down and how to repair their understanding with appropriate strategies.</p> | <p>CSI Cooperative Activity, Day 2: “Famous American Battles: Bunker Hill” 27 Social Studies Literacy: Expository</p> <p>Monitoring Comprehension & Repairing Understanding: Readers recognize when their understanding of text breaks down and how to repair their understanding with appropriate strategies.</p> | <p>IRA: Langston’s Train Ride 28 Literary Nonfiction Lesson available at http://www.thecenter.spps.org/elemlit.html</p> <p>Tone & Mood: Readers examine the details in language that convey the mood (overall atmosphere) and tone (author’s attitude toward the subject, characters, and situations) in a piece of text.</p> | <p>IRA: I Have a Dream 29 Speech Lesson available at http://www.thecenter.spps.org/elemlit.html</p> <p>Tone & Mood: Readers examine the details in language that convey the mood (overall atmosphere) and tone (author’s attitude toward the subject, characters, and situations) in a piece of text.</p> | <p>30</p> <p>Flex Mini-lesson</p> |

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 6**

2011-2012

April

| | | | | |
|---|--|---|---|---|
| <p>CSI SR, Day 1: “Save the Dolphins” 2 English Language Arts: Narrative</p> <p>Asking Questions: <i>Readers ask questions to find specific information, construct meaning, and to enhance their understanding of narrative text.</i></p> | <p>CSI Cooperative Activity, Day 2: “Where Stories Come From” 3 English Language Arts: Folktale</p> <p>Asking Questions: <i>Readers ask questions to find specific information, construct meaning, and to enhance their understanding of narrative text.</i></p> | <p>CSI SR, Day 1: “Measure a Telephone Pole” 4 Math Literacy: Procedural</p> <p>Visualizing: <i>Readers create mental images from words in order to maintain engagement with and to develop a deeper understanding of text.</i></p> | <p>CSI Cooperative Activity, Day 2: “Water, Water, Everywhere” 5 Math Literacy: Expository</p> <p>Visualizing: <i>Readers create mental images from words in order to maintain engagement with and to develop a deeper understanding of text.</i></p> | <p align="center">Professional Day 6</p> |
| <p>9</p> | <p>10</p> | <p>11</p> | <p>CSI SR, Day 1: “Robot Attack” 12 English Language Arts: Narrative</p> <p>Determine Important Ideas: <i>Readers determine important ideas in fiction text to gain insight into the overall theme or essential ideas(s).</i></p> | <p>CSI SR, Day 2: “Robot Attack” 13 English Language Arts: Narrative</p> <p>Determine Important Ideas: <i>Readers determine important ideas in fiction text to gain insight into the overall theme or essential ideas(s).</i></p> |
| <p>MCA-II Test Practice Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html</p> | | | | |
| <p>CSI Cooperative Activity, Day 3: “Ship-Shape” 16 English Language Arts: Narrative</p> <p>Determine Important Ideas: <i>Readers determine important ideas in fiction text to gain insight into the overall theme or essential ideas(s).</i></p> | <p>Minnesota Comprehensive Assessments 17</p> | <p>Minnesota Comprehensive Assessments 18</p> | <p>Flex Mini-lesson 19</p> | <p>CSI SR, Day 1: “Unnamed Lands” 20 English Language Arts: Poem</p> <p>Synthesizing Information: <i>Readers stop and reflect before reading on, use a variety of strategies to enhance understanding, make judgments and form personal opinions, and integrate new information with existing knowledge.</i></p> |
| <p>CSI SR, Day 2: “Unnamed Lands” 23 English Language Arts: Poem</p> <p>Synthesizing Information: <i>Readers stop and reflect before reading on, use a variety of strategies to enhance understanding, make judgments and form personal opinions, and integrate new information with existing knowledge.</i></p> <p>**Writing Connection Recommended</p> | <p>Minnesota Comprehensive Assessments 24</p> | <p>Minnesota Comprehensive Assessments 25</p> | <p>Flex Mini-lesson 26</p> | <p>CSI Cooperative Activity, Day 3: “Romeo & Juliet” 27 English Language Arts: Play</p> <p>Synthesizing Information: <i>Readers stop and reflect before reading on, use a variety of strategies to enhance understanding, make judgments and form personal opinions, and integrate new information with existing knowledge.</i></p> |

**Reader's Workshop Whole Class Mini-lessons
Pacing Guide Grade 6**

2011-2012

May

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|---|-----------|-----------|-----------|-----------|
| Apr. 30 | 1 | 2 | 3 | 4 |
| <div style="border: 3px double black; padding: 10px; background-color: #f0f0f0;"> <p align="center">Poet Study Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html</p> </div> | | | | |
| 7 | 8 | 9 | 10 | 11 |
| <div style="border: 3px double black; padding: 10px; background-color: #f0f0f0;"> <p align="center">Poet Study Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html</p> </div> | | | | |
| 14 | 15 | 16 | 17 | 18 |
| <div style="border: 3px double black; padding: 10px; background-color: #f0f0f0;"> <p align="center">Poet Study Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html</p> </div> | | | | |
| 21 | 22 | 23 | 24 | 25 |
| <div style="border: 3px double black; padding: 10px; background-color: #f0f0f0;"> <p align="center">Poet Study Mini-lessons Available at: http://www.thecenter.spps.org/elemlit.html</p> </div> | | | | |

**Reader’s Workshop Whole Class Mini-lessons
Pacing Guide Grade 6**

2011-2012

June

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|--|---|--|---|---|
| May 28 | May 29 | May 30 | May 31 | 1 |
| Memorial Day Holiday | Flex Mini-lesson | <p>CSI SR, Day 1: “Helena of Alexandria” Social Studies Literacy: Biography</p> <p>Synthesizing Information: <i>Readers stop to identify the main points, distinguish important details from less central ones, and make brief summaries. Readers form a new view (synthesize) by integrating new information with prior knowledge.</i></p> | <p>CSI SR, Day 2: “Helena of Alexandria” Social Studies Literacy: Biography</p> <p>Synthesizing Information: <i>Readers stop to identify the main points, distinguish important details from less central ones, and make brief summaries. Readers form a new view (synthesize) by integrating new information with prior knowledge.</i></p> <p>**Writing Connection Recommended</p> | <p>CSI Cooperative Activity, Day 3: “Crazy Betsy” Social Studies Literacy: Biography</p> <p>Synthesizing Information: <i>Readers stop to identify the main points, distinguish important details from less central ones, and make brief summaries. Readers form a new view (synthesize) by integrating new information with prior knowledge.</i></p> |
| <p>CSI SR, Day 1: “Springdale Plaza” 4 Math Literacy: Narrative</p> <p>Monitoring Comprehension & Repairing Understanding: <i>Readers recognize when their understanding of the text breaks down and know how to repair their understanding.</i></p> | <p>CSI Cooperative Activity, Day 2: “The Unusual Side of Geometry” 5 Math Literacy: Expository</p> <p>Monitoring Comprehension & Repairing Understanding: <i>Readers recognize when their understanding of the text breaks down and know how to repair their understanding.</i></p> | 6 | 7 | 8 |
| <div style="border: 1px solid black; background-color: #cccccc; padding: 10px; width: fit-content; margin: 0 auto;"> <p align="center">Launching into Summer Reading (Designed at the site level.)</p> </div> | | | | |
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Writer's Workshop Units of Study Calendar 2011-2012

| Month/week | Kindergarten | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | 6th Grade |
|-------------------------|---|---|--|--|---|---|--|
| Sept. 6-9 | | Launching Writer's Workshop: Dev. Writerly Habits | Launching Writer's Workshop: The Writerly Life | Launching Writer's Workshop: Looking Outward | Launching Writer's Workshop: Building Variety & Stamina | Launching Writer's Workshop: Lifting the Level of the Writer's NB | Launching Writer's Workshop: Envisioning an Entry... |
| 12-16 | Launching Writer's Workshop: Being a Writer | Personal Narrative: Small Moments | Personal Narrative: Small Moment | Narrative: Memoir | Realistic Fiction | Narrative: Memoir | Realistic Fiction |
| 19-23 | | | | | | | |
| 26-30 | | | | | | | |
| Oct.: 3-7 | | | | | | | |
| 10-14 | Telling and Drawing Our Stories | Writing for Readers | Procedural Writing | Functional: Friendly Letter | Response to Literature: Mentor Author Study | Response to Literature: Literary Essay | Feature Article |
| 17-18 | | | | | | | |
| 24-28 | | | | | | | |
| Nov.: 10/31-11/4 | Functional Writing | Procedural Writing | Revision Unit: Exploring Punct. | Revision Unit: The Art of Punctuation | Response to Literature: Mentor Author Study | Response to Literature: Literary Essay | Feature Article |
| 7-10 | | | | | | | |
| 14-18 | | | | | | | |
| 21-23 | | | | | | | |
| 28-12/2 | Personal Narrative | Procedural Writing | Revision Unit: Exploring Punct. | Revision Unit: The Art of Punctuation | Response to Literature: Mentor Author Study | Response to Literature: Literary Essay | Feature Article |
| Dec.: 5-9 | | | | | | | |
| 12-16 | | | | | | | |
| 19-22 | Author Study | Informational Writing: Question & Answer Book | Informational Writing: All-About Book | Informational Writing: Report | Informational Writing: Literary Nonfiction Picture Book | Informational Writing: Biography Picture Book | Persuasive Writing: Letter to the Editor |
| Jan.: 4-6 | | | | | | | |
| 9-13 | | | | | | | |
| 17-20 | | | | | | | |
| 23-26 | Going Deeper with Skills of Writing | Personal Narrative | Author Study & Response to Literature: Book Recommendation | Author Study & Response to Literature: Book Review | Poetry: The Power of Image | Poetry: Self Image | Response to Literature: Literary Essay |
| Feb.: 1/30-2/3 | | | | | | | |
| 6-10 | | | | | | | |
| 13-16 | Informational Writing: Expert Book | Response to Literature: Retelling | Poetry: Looking In | Poetry: Sharpening Our Outer Vision | Punctuation Study: Art of Punctuation & Open Cycle | Personal Essay | Revision Study & Open Cycle |
| 21-24 | | | | | | | |
| 27-3/2 | | | | | | | |
| Mar.: 5-8 | | | | | | | |
| 19-23 | Poetry | Poetry | Open Cycle: Crafting Sentences | Open Cycle: Crafting Sentences | Science Procedure | Written Correspondence | Poetry: Poet Study |
| 26-30 | | | | | | | |
| Apr.: 2-5 | | | | | | | |
| 9-13 | Poetry | Poetry | Open Cycle: Crafting Sentences | Open Cycle: Crafting Sentences | Science Procedure | Written Correspondence | Poetry: Poet Study |
| 16-20 | | | | | | | |
| 23-27 | | | | | | | |
| May: 4/30-5/4 | | | | | | | |
| 7-11 | Poetry | Poetry | Open Cycle: Crafting Sentences | Open Cycle: Crafting Sentences | Science Procedure | Written Correspondence | Poetry: Poet Study |
| 14-18 | | | | | | | |
| 21-25 | | | | | | | |
| 29-6/1 | | | | | | | |
| June: 4-8 | | | | | | | |

Writer's Workshop Units of Study Grade 6

| Launch Date | Unit of Study | Approximate Duration |
|------------------------|--|----------------------|
| September (first week) | <i>Launching Writer's Workshop: Envisioning an Entry Across Genres</i> | 4 weeks |
| October (first week) | <i>Realistic Fiction</i> | 6 weeks |
| November (third week) | <i>Feature Article</i> | 6 weeks |
| January (first week) | <i>Persuasive Writing: Letter to the Editor</i> | 3 weeks |
| February (first week) | <i>Response to Literature: Literary Essay</i> | 6 weeks |
| March (fourth week) | <i>Open Cycle Publishing: Revision Study</i> | 4 weeks |
| May (first week) | <i>Poetry</i> | 5 weeks |

GRADE 6 Writer’s Workshop: BIG IDEAS

| LAUNCH DATE | UNIT OF STUDY | BIG IDEAS | UNIT PRODUCTS AND ARTIFACTS |
|--------------------------------|--|--|---|
| September first week | Launching Writer’s Workshop: Envisioning an Entry Across Genres (4 weeks) <i>Available at:</i> http://thecenter.spps.org/elemlit.html | <ul style="list-style-type: none"> • Keep a writer’s notebook to collect many entries about various ideas, topics, artifacts, and genre try-its • Use classroom rituals and routines to become a proficient writer • View the world as writers and develop authentic purposes for writing • Take an idea from the writer’s notebook, envision it in more than one genre, choose a genre based on audience and purpose, and develop the piece through the whole writing process | <ul style="list-style-type: none"> • Establish writer’s notebook (variety of entries across genres) • Open Cycle Publishing |
| October first week | Realistic Fiction (6 weeks) <i>Available at:</i> http://thecenter.spps.org/elemlit.html | <ul style="list-style-type: none"> • Define the characteristics of realistic fiction, using mentor texts • Establish a situation, plot, point of view, setting and conflict • Create an organizing structure that involves a series of events across time in a problem-solution text structure • Use strategies to develop complex characters (e.g., dialogue, description of actions, thoughts, feelings, and intentions) • Use crafting techniques to “show, don’t tell” • Develop a plot that makes sense, builds tension, and ends with a resolution to the problem • Keep a writer’s notebook alive and varied | <ul style="list-style-type: none"> • Publish a Realistic Fiction Story |
| November second week | Feature Article (6 weeks) <i>Available at:</i> http://thecenter.spps.org/elemlit.html | <ul style="list-style-type: none"> • Analyze journalistic features such as lead, angle, facts, opinions, supporting quotes and citations to create a definition of feature articles • Write business letters and emails to conduct interviews and surveys to gather information about a topic or issue • Create an organizing structure appropriate to feature article audience and context • Use journalistic writing strategies employed in feature articles such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting • Provide a sense of closure which encourages the reader to take action or to reflect further | <ul style="list-style-type: none"> • Business letter • Publish a Feature Article |
| January first week | Persuasive Writing: Letter to the Editor (3 weeks) <i>Available at:</i> http://thecenter.spps.org/elemlit.html | <ul style="list-style-type: none"> • Identify features of persuasive texts • Identify author’s opinions and bias in persuasive texts • Analyze language and technique authors use to appeal to their audience • Take a clear position on an issue and write to convince a specified audience to believe or do something • Anticipate and address reader concerns and counterarguments • Use a text structure that fits the issue and author’s opinion (sequence of events, problem-solution, compare/contrast) • Support arguments with detailed evidence, citing sources of information as appropriate | <ul style="list-style-type: none"> • Graphic organizers to analyze text features and structures of various persuasive texts • Publish a Letter to the Editor of a newspaper or periodical |

GRADE 6 Writer’s Workshop: BIG IDEAS

| MONTH | UNIT OF STUDY Approximate Duration | BIG IDEAS | UNIT PRODUCTS AND ARTIFACTS |
|---------------------------------------|---|--|---|
| <p>January fourth week</p> | <p>Response to Literature: Literary Essay</p> <p>(6 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p> | <ul style="list-style-type: none"> • Generate and answer inferential, interpretive, and evaluative questions to demonstrate understanding about texts • Identify recurring themes across works • Make and support responsible assertions about texts with perceptive and well-developed connections across two or more texts • Evaluate literary merit • Advance a judgment that is interpretive, analytic, evaluative, or reflective • Support judgment with elaborated and convincing evidence from texts, references to other works, or personal knowledge • Create a multiple paragraph composition using the conventions of a literary essay that states, maintains, and uses details in a logical order • Anticipate and answer a reader’s questions | <ul style="list-style-type: none"> • Publish a Literary Essay incorporating two or more texts |
| <p>March fourth week</p> | <p>Open Cycle Publishing: Revision Study</p> <p>(4 weeks)</p> <p><i>Designed at the site level</i></p> | <ul style="list-style-type: none"> • Use revision strategies to reconcile the difference between the intentions the writer has in mind and what is actually written on the page • Analyze a draft for needed revision of content, organization, sentence structure and word choice • Revise for content (meaning, focus, clarity, organization and development and craft (using language for specific purposes) • Choose a mentor author to help guide decisions regarding revision • Edit drafts for correct punctuation, grammar, spelling, etc. | <ul style="list-style-type: none"> • Open Cycle Publishing |
| <p>May second week</p> | <p>Poetry</p> <p>(5 weeks)</p> <p><i>Available at:</i> http://thecenter.spps.org/elemlit.html</p> | <ul style="list-style-type: none"> • Read and respond to poetry using interpretive, critical, and evaluative processes • Support assertions with evidence from the text • Understand and use the elements of poetry—assonance, imagery, line breaks, similes, metaphors, etc. • Recognize thematic and structural connections across several poems from a body of work by one poet • Analyze the works of one poet and identify what makes that poet unique | <ul style="list-style-type: none"> • Analyze and respond to the messages in various poems citing word choice and other poetic elements in the response • Publish a variety of poems |