

## Making Meaning Scope and Sequence Grade 6

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	
	The Reading Community	Using Text Features	Questioning	Analyzing Text Structure	Making Inferences	Making Inferences	Analyzing Text Structure	Determining Important Ideas and Summarizing	Synthesizing	Revisiting the Reading Community	
	Fiction	Expository Nonfiction	Expository Nonfiction	Fiction	Fiction, Poetry, and Drama	Narrative and Expository Nonfiction	Expository Nonfiction	Narrative Nonfiction and Fiction	Fiction and Expository Nonfiction		
Texts	<ul style="list-style-type: none"> <li>Why Mosquitoes Buzz in People's Ears</li> <li>Feathers and Fools</li> <li>Chato's Kitchen</li> </ul>	<ul style="list-style-type: none"> <li>Let's Think About the Power of Advertising</li> <li>Extreme Sports: From the X Games to the Olympics</li> <li>Plugged In... and Checked Out</li> </ul>	<ul style="list-style-type: none"> <li>Whales</li> </ul>	<ul style="list-style-type: none"> <li>An Elephant in the Garden</li> </ul>	<ul style="list-style-type: none"> <li>Encounter</li> <li>As I Grew Older</li> <li>Mother to Son</li> <li>A Tea</li> <li>The Bad Room from Acting Out</li> </ul>	<ul style="list-style-type: none"> <li>Twenty-two Cents: Muhammad Yunus and the Village Bank</li> <li>Volcano Rising</li> </ul>	<ul style="list-style-type: none"> <li>Report Slams Child Labor in Tobacco Fields</li> <li>Genetically Modified Food</li> <li>Wolves: The Effects of Reintroduction on Ranchers</li> <li>Meltdown: Is Global Warming Caused by Humans?</li> <li>How to Make a Papier-mâché Mask</li> <li>Multiplex Movie Theater Schedule</li> <li>Seventh-grade Schedule</li> <li>Campus Map</li> <li>Rosie the Riveter: Women in a Time of War</li> <li>Excerpt from Slacks and Calluses: Our Summer in a Bomber Factory</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt from 'Abdul, Age 17, Afghan' in New Kids in Town</li> <li>Always Moving: Julisa Velarde from Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</li> <li>Nelson Mandela</li> <li>Excerpt from Long Walk to Freedom</li> <li>Thank You, M'am from America Street: A Multicultural Anthology of Stories</li> </ul>	<ul style="list-style-type: none"> <li>Review of Thank You, M'am</li> <li>The Boy, the Dog, and the Spaceship</li> <li>The Bermuda Triangle</li> <li>Finding the Balance with After-school Activities: Helping Kids Choose Extracurriculars That Work for Them, Without the Stress</li> <li>Children and Electronic Games: Good or Bad?</li> <li>Review of Harris and Me</li> <li>Review of Where the Red Fern Grows</li> </ul>		
Length	2 weeks	2 weeks	2 weeks	4 weeks	3 weeks	2 weeks	5 weeks	5 weeks	4 weeks	1 week	
Purpose	<p>During Unit 1, the students begin the important work of building their reading community. They hear and discuss stories, make text-to-self connections, and make text-to-text connections as they compare two stories in the same genre. They also explore the use of first- and third-person points of view in fiction. They begin individualized Daily Reading (IDR) and learn how to select books at their independent reading levels, self-monitor their reading, and use a reading log. Socially, they learn the procedures for gathering for a read-aloud, "Turn to Your Partner," "Think, Pair, Share," and IDR.</p>	<p>During Unit 2, the students use text features to better understand information in expository text. They hear and read nonfiction texts, explore text features, and write in their reading journals. During IDR, the students practice self-monitoring their reading comprehension and begin to confer with the teacher individually about their reading lives and the texts they are reading. Socially, they learn the procedure for "Think, Pair, Write" and develop the skill of explaining their thinking. They analyze the effect of their behavior on others and on the group work, share their partners' thinking, and work in a responsible way.</p>	<p>During Unit 3, the students continue their exploration of expository text. They use schema to articulate what they think they know about topics before reading and discuss what they are learning and wondering as they read. They learn the procedure for "Stop and Ask Questions" and use questioning to help them make sense of texts. During IDR, the students practice questioning as they read nonfiction texts independently, write in their reading journals, and continue to confer with the teacher individually about their use of comprehension strategies. They also review self-monitoring and learn "fix-up" strategies (rereading and reading ahead) that they can use when they do not understand what they have read.</p>	<p>During Unit 4, the students analyze narrative text structure by exploring the relationships between character, setting, and plot in the novel An Elephant in the Garden by Michael Morpurgo. They also discuss the conflicts or problems in the story and explore the novel's themes. They use questioning to help them make sense of the story and think about whether their questions are answered explicitly or implicitly in the text. During IDR the students analyze story elements and use questioning to make sense of novels they read independently. They also write in their reading journals and continue to confer with the teacher about their reading.</p>	<p>During Unit 5, the students visualize and make inferences to make sense of narrative text, poetry, and drama, and they continue to ask questions and analyze narrative text structure. They also learn to use a double-entry journal to record their thinking. During IDR the students notice inferences they make as they read independently, write about their inferences in their reading journals, and continue to confer with the teacher about their reading.</p>	<p>During Unit 6, the students make inferences to understand causes and effects in narrative and expository text. They continue to use text structure to explore narrative text. They make text-to-text connections as they compare two historical fiction texts on their approaches to similar themes and topics, and explore the use of first- and third person points of view in the texts. They also use schema to articulate all they think they know about a topic before they read. During IDR, the students think about the comprehension strategies they use to make sense of their independent reading. They also think about the inferences they make as they read independently, and they continue to confer with the teacher individually about the books they are reading.</p>	<p>During Unit 7, the students analyze how articles can inform by highlighting pros and cons and by investigating one side of an issue. They examine how functional texts such as schedules and instructions are organized to inform readers, and they use two functional texts to solve a problem. They also look at textbooks and think about how the expository text structures of sequence, cause/effect, and compare/contrast are used to organize information in the text. During IDR, the students use comprehension strategies and continue to confer with the teacher individually about the books they are reading.</p>	<p>During Unit 8, the students continue to make inferences to understand text. They also think about important ideas and supporting details in texts and use important ideas to build summaries. During IDR, the students think about the comprehension strategies they use when reading independently. They also identify important ideas and supporting details and practice summarizing, and they continue to confer with the teacher individually about the texts they are reading.</p>	<p>During Unit 9, the students synthesize by making judgments and forming opinions about texts, using evidence from the texts to support their conclusions. They integrate information from three texts on the same topic to speak knowledgeably about the topic. During IDR, the students practice verbally summarizing their reading, make judgments and form opinions about their independent reading, and continue to confer individually with the teacher about the books they are reading. They also read magazine and newspaper articles and discuss the authors' opinions.</p>	<p>During Unit 10, the students share book recommendations with the class and generate summer reading lists based on others' recommendations. They also review the reading comprehension strategies they have learned this year and discuss how the strategies help them make sense of what they read. During IDR, the students read texts of their choice and share and discuss what they are reading with the class. They also discuss their growth as readers and as members of a classroom community.</p>	
Whole-class Comprehension	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss their reading lives</li> <li>Listen to and discuss stories</li> <li>Compare hearing a story to viewing a video version of the story</li> <li>Explore themes of a story</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use text features to find and understand information</li> <li>Identify what they learn from a book</li> <li>Analyze information in a bar graph</li> <li>Skim an expository nonfiction article by reading the title and heading</li> <li>Identify what they learn from a book</li> <li>Learn how to use a reading journal</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use questioning to think about the expository text</li> <li>Use schema to think about all they know about a topic</li> <li>Learn the procedure for "Stop and Ask Questions"</li> <li>Identify what they learn from a book and refer to the text to support their thinking</li> <li>Discuss an ethical issue in a book</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explore narrative text structure through discussions of plot, setting, character, conflict, and theme</li> <li>Use questioning to think about narrative text</li> <li>Think about whether their questions are answered directly, indirectly, or not at all</li> <li>Make connections between story elements</li> <li>Discuss character change in a novel</li> <li>Discuss the climax of a novel</li> <li>Discuss changes in the main character's point of view</li> <li>Discuss themes in a novel</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Make inferences to understand fiction and drama</li> <li>Make inferences and visualize to understand poetry</li> <li>Use a double-entry journal</li> <li>Discuss theme in a story</li> <li>Explore the narrator's point of view in a story</li> <li>Visualize to make sense of a poem</li> <li>Explore the differences between plays and prose</li> <li>Explore character change and themes in a play</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a narrative nonfiction text (biography) and an expository nonfiction text</li> <li>Make inferences to understand the texts</li> <li>Make inferences to explore causal relationships in narrative and expository texts</li> <li>Explore and identify causes and effects in a book</li> <li>Make inferences about the topic of a book</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze expository text structure</li> <li>Explore ways in which articles and functional texts are organized</li> <li>Explore the use of cause/effect, chronological, and compare/contrast relationships in a textbook</li> <li>Compare first- and secondhand accounts of events</li> <li>Skim expository nonfiction articles by reading the titles, subtitles, headings, and subheadings</li> <li>Identify what they learn from articles, functional texts, and expository texts</li> <li>Explore how articles can inform by incorporating quotations, by highlighting pros and cons, and by investigating one side of an issue</li> <li>Think about the author's purpose in writing an article</li> <li>Analyze how readers might use the information in a text</li> <li>Make inferences to understand an expository nonfiction text</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Determine important ideas in texts</li> <li>Distinguish between important ideas and supporting details in texts</li> <li>Use important ideas to summarize</li> <li>Compare first- and secondhand accounts of events</li> <li>Make inferences to understand texts</li> <li>Explore summaries</li> <li>Determine important ideas and supporting details in texts</li> <li>Take notes about important ideas</li> <li>Build a summary of a biography as a class</li> <li>Work together to write summaries of a fiction story</li> <li>Determine important ideas in texts read independently</li> <li>Write summaries of texts read independently</li> <li>Share their summaries with partners and revise based on feedback</li> <li>Write about reading</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Listen to, read, and discuss fiction, narrative nonfiction, and expository nonfiction texts</li> <li>Synthesize by making judgments and forming opinions about texts</li> <li>Analyze and evaluate arguments and claims</li> <li>Hear, read, and discuss reviews</li> <li>Form opinions about books read independently</li> <li>Form opinions about about texts</li> <li>Find evidence in a story that supports their opinions</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Prepare and Share book recommendations and generate summer reading lists</li> <li>Synthesize by making judgments and forming opinions about texts</li> <li>Reflect on the reading community</li> <li>Analyze the summary and opinion in a book review</li> <li>Revisit their reading logs</li> <li>Form opinions about books read independently</li> <li>Select books to review</li> <li>Write book reviews from notes</li> <li>Summarize books read independently</li> <li>Use evidence from books to support opinions</li> <li>Write about reading</li> </ul>	
Independent Practice (IDR)	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn the procedure for Individualized Daily Reading (IDR)</li> <li>Learn a procedure for selecting texts at their independent reading levels</li> <li>Share their reading with partners and the class</li> <li>Learn and practice a procedure for self-monitoring</li> <li>Read independently for up to 20 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice self-monitoring</li> <li>Begin conferring about the students' reading lives and about books</li> <li>Share their reading with partners and the class</li> <li>Practice analyzing text features and identifying what they learn from them</li> <li>Read independently for 20–25 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn and practice "fix-up" strategies: rereading and reading ahead</li> <li>Ask and/or write questions about the topics of their texts and notice whether the texts answer their questions</li> <li>Share their questions and what they found out about the questions with their partners and the class</li> <li>Read independently for 25–30 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Discuss and write about the characters, setting, plot, and conflicts or problems in their stories</li> <li>Use "Stop and Ask Questions" as they read and share and then discuss their questions and how they were answered with partners</li> <li>Look for character change in their novels</li> <li>Think about and discuss how their novels end</li> <li>Read independently for 30 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Think about story elements as they read</li> <li>Use "Stop and Ask Questions" as they read and share and then discuss their questions and how they were answered with partners</li> <li>Notice inferences they make as they read</li> <li>Think about themes as they read</li> <li>Read independently for up to 30 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Think about inferences they make as they read</li> <li>Think about causes and effects as they read</li> <li>Read independently for up to 30 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Practice using text features, questioning, and making inferences as they read</li> <li>Practice questioning as they read</li> <li>Practice making inferences as they read</li> <li>Identify which comprehension strategies they used when reading independently</li> <li>Discuss text features and what they learned from them</li> <li>Discuss what they learn from their texts</li> <li>Think about how texts are organized as they read</li> <li>Think about sequence as they read</li> <li>Read independently for up to 30 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Identify which comprehension strategies they use when reading independently</li> <li>Think about important ideas and supporting details as they read</li> <li>Practice summarizing orally what they read</li> <li>Write summaries about what they read</li> <li>Read independently for up to 30 min.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and practice self-monitoring and "fix-up" strategies</li> <li>Identify which comprehension strategies they use when reading independently</li> <li>Practice orally summarizing their reading</li> <li>Summarize their reading and share their opinions about the text with their partners</li> <li>Form opinions and find evidence as they read</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Confer about their reading lives</li> <li>Identify which comprehension strategies they use when reading independently</li> <li>Read independently for up to 30 min.</li> </ul>	
Whole-class Vocabulary	<p><b>In Weeks 1–2 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 12 words from or about the unit's texts: plot, scurry, summon, elegant, acquire, teeter, suppress, sleek, cruise, cover, scamper, forlorn</li> <li>Use context to determine word meanings</li> <li>Recognize synonyms</li> <li>Use a dictionary, glossary, or thesaurus</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 3–4 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 18 words from or about the unit's texts: ubiquitous, view, potential, heartwarming, supervision, reflect, extreme, pastime, consider, access, accessible, leisure</li> <li>Use a dictionary, glossary, or thesaurus</li> <li>Recognize words with multiple meanings</li> <li>Use the suffix -ible</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 5–6 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 12 words from or about the unit's texts: gargantuan, external, internal, extract, self-sufficient, skim, distinctive, nimble, hostile, commercial, encounter, obligation</li> <li>Review antonyms</li> <li>Recognize shades of meaning</li> <li>Use the Latin root tract</li> <li>Recognize words with multiple meanings</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 7–10 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 24 words from or about the unit's texts: beckon, prickly, muddled, meticulous, confide, bind, shift, aspire, shatter, overcome, adversity, unsettled, mimic, despair, jostle, congested, arduous, ravenous, hypocrite, adamant, flail, exasperated, trek, scavenge, intently, hullabaloo, linger, intrude, incredulous, inconsolable</li> <li>Review synonyms</li> <li>Recognize words with multiple meanings</li> <li>Use a dictionary, glossary, or thesaurus</li> <li>Use context to determine word meanings</li> <li>Use the Greek root phon</li> <li>Use the Latin root cred</li> <li>Explore the suffix -er</li> <li>Recognize shades of meaning</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 11–13 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 18 words from or about the unit's texts: awkward, mistrustful, nonhuman, cordial, initiative, promote, spew, ooze, inch, majestic, subterranean, get down to business</li> <li>Review synonyms and antonyms</li> <li>Recognize shades of meaning</li> <li>Use the Latin roots mot and terra</li> <li>Analyze word relationships and use context to determine word meanings</li> <li>Use a glossary</li> <li>Recognize idioms</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 14–15 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 12 words from or about the unit's texts: altruistic, passionate, turmoil, trudge, conceivable, inconceivable, modify, livelihood, document, mount, catastrophe, intensify, trigger, forethought, adhere, precede, rate, guidance, prohibited, dramatic, vital, acute, salvage, step up to the plate, appeal, assert, reasonable, unreasonable, tenacious, particular, excel</li> <li>Use the Latin root pos</li> <li>Use the suffix -able</li> <li>Explore the prefixes in-, fore-, and un-</li> <li>Recognize antonyms and synonyms</li> <li>Use context to determine word meanings</li> <li>Recognize words with multiple meanings</li> <li>Recognize idioms</li> <li>Use an online dictionary and glossary</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 16–20 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 30 words from or about the unit's texts: expose, adjacent, condone, nonviolent, pluck, impermanent, tribulation, overworked, unpredictable, understanding, compatible, exceptional, just, unjust, press, inconspicuous, gregarious, sling, stoop, frail, magnanimous, presentable, tongue-tied</li> <li>Recognize words with multiple meanings</li> <li>Use the prefixes non- and over-</li> <li>Use the suffix -ful</li> <li>Explore the suffix -ly and the prefix in-</li> <li>Review antonyms</li> <li>Analyze word relationships and use context to determine word meanings</li> <li>Recognize shades of meaning</li> <li>Use Greek roots auto, bio, and graph</li> <li>Recognize idioms</li> <li>Use the Latin root magnus</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Weeks 21–25 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 24 words from or about the unit's texts: hurtle, bark, acknowledge, hideous, sumptuous, sheepish, trace, erroneously, enigma, incident, abruptly, eventful, consensus, competent, incompetent, appropriate, monitor, excessive</li> <li>Recognize words with multiple meanings</li> <li>Recognize synonyms and antonyms</li> <li>Use a dictionary, glossary, or thesaurus</li> <li>Use the suffix -ful</li> <li>Analyze word relationships</li> <li>Recognize shades of meaning</li> <li>Explore the prefix in-</li> <li>Write a story using four review words</li> <li>Share their stories with the class</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Week 26–29 students will:</b></p> <ul style="list-style-type: none"> <li>Learn and use 18 words from or about the unit's texts: trace, erroneously, enigma, incident, abruptly, eventful, consensus, competent, incompetent, appropriate, monitor, excessive</li> <li>Recognize words with multiple meanings</li> <li>Recognize synonyms and antonyms</li> <li>Use a dictionary, glossary, or thesaurus</li> <li>Use the suffix -ful</li> <li>Analyze word relationships</li> <li>Recognize shades of meaning</li> <li>Explore the prefix in-</li> <li>Write a story using four review words</li> <li>Share their stories with the class</li> <li>Review words previously learned</li> <li>Build their speaking and listening skills</li> </ul>	<p><b>In Week 30 students will:</b></p> <ul style="list-style-type: none"> <li>Review words they have learned during the year</li> <li>Build their speaking and listening skills</li> </ul>	
Social Skills Development	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn the procedure for gathering for a read-aloud</li> <li>Gather and work in a responsible way</li> <li>Learn the procedures for "Turn to Your Partner" and "Think, Pair, Share"</li> <li>Share their reading lives</li> <li>Explain their thinking and listen carefully</li> <li>Listen to one another</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Share their partners' thinking</li> <li>Learn the procedure for "Think, Pair, Write"</li> <li>Analyze the effects of their behavior on group work</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Learn discussion prompts to build on one another's thinking</li> <li>Show respect for the thinking of others</li> <li>Listen respectfully to the thinking of others and share their own</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Act respectfully toward their partners</li> <li>Use discussion prompts in pairs</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Learn to confirm another person's thinking (Learn to use the prompt "I heard you say ____ Did I get that right?")</li> <li>Learn to use clarifying questions and statements</li> <li>Learn the procedure for "Heads Together"</li> <li>Contribute to group work</li> <li>Include everyone in the work and discussions</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Learn prompts to extend a conversation</li> <li>Learn the procedure for "Group Brainstorming" and brainstorm what they think they know about a topic</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Use discussion prompts in small-group discussions</li> <li>Include everyone in and contribute to the group work</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Learn to use the prompt "The reason I think this is..."</li> <li>Give reasons for their opinions</li> <li>Reach agreement before making decisions</li> <li>Discuss their opinions respectfully</li> <li>Support one another's independent work</li> <li>Give feedback in a caring way</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin working with new partners</li> <li>Discuss the importance of expressing their true opinions</li> <li>Express their true opinions</li> <li>Use evidence from books to support opinions</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Reflect on their growth as readers</li> <li>Share book recommendations for summer reading</li> <li>Reflect on their contributions to the reading community</li> <li>Reflect on how they have benefited from the reading community</li> </ul>	

# Being a Writer Scope and Sequence Grade 6

	Unit 1	Unit 2	Genre	Genre	Genre	Genre
	The Writing Community	The Writing Process	Personal Narrative	Fiction	Expository Nonfiction	Functional Writing
Texts	<ul style="list-style-type: none"> <li>• Goldilocks and Just One Bear</li> <li>• "The Elves in the Shelves"</li> <li>• "About Joan Aiken"</li> <li>• Probuditi!</li> <li>• Sideways Stories from Wayside School</li> <li>• "About Louis Sachar"</li> <li>• "Milk," "Journey," and "Mosquito"</li> <li>• Sneed B. Collard III's Most Fun Book Ever About Lizards</li> <li>• Mysterious Disappearances</li> <li>• Birmingham 1963: How a Photograph Rallied Civil Rights Support</li> </ul>	<ul style="list-style-type: none"> <li>• "More About Louis Sachar"</li> </ul>	<ul style="list-style-type: none"> <li>• Rattlesnake Mesa: Stories from a Native American Childhood</li> <li>• "No Place I'd Rather Be"</li> <li>• "My Mother's Hands"</li> <li>• "Excerpt from I Am Malala: How One Girl Stood Up for Education and Changed the World"</li> <li>• "The Stray"</li> </ul>	<ul style="list-style-type: none"> <li>• The Secret Shortcut</li> <li>• "They're Made Out of Meat"</li> <li>• "The Sneeze"</li> <li>• Thank You, Mr. Falker</li> <li>• "Echoes Down the Rails"</li> <li>• "About Kristi Holl"</li> </ul>	<ul style="list-style-type: none"> <li>• If the World Were a Village: A Book about the World's People</li> <li>• The Technology Behind Everyday Appliances</li> <li>• The Technology Behind Amazing Built Structures</li> <li>• A Teen Guide to Being Eco in Your Community</li> <li>• Ouch! The Weird &amp; Wild Ways Your Body Deals with Agonizing Aches, Ferocious Fevers, Lousy Lumps, Crummy Colds, Bothersome Bites, Breaks, Bruises &amp; Burns &amp; Makes Them Feel Better!</li> </ul>	<ul style="list-style-type: none"> <li>• Lost!</li> <li>• "How to Make a Jumping Frog"</li> <li>• "A Paper Clip Trick"</li> <li>• "How to Make a Friendship Bracelet"</li> </ul>
Length	3 weeks	2 weeks	4 weeks	5 weeks	6 weeks	2 weeks
Purpose	In Unit 1, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing and begin to learn about the writing practice of professional authors. They explore prewriting techniques and write freely in their writing notebooks about things that interest them. They learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions. They also confer with one another about their writing.	In Unit 2, the students learn about the writing process by working with pieces of writing from their first drafts through publication. They select drafts to develop and publish. They reread their work critically and revise it, deleting extraneous information, clarifying confusing passages, and varying sentence patterns. They replace overused words with more interesting ones and explore strong opening sentences. They learn procedures for proofreading for spelling and conventions. They write final versions, publish them as books, and present their books from the Author's Chair.	In this unit, the students explore the genre of personal narrative and write about significant topics and events from their lives that resulted in learning or change. They explore the characteristics of a good personal narrative, including sensory and descriptive details, the cultivation of the writer's individual voice, engaging openings, and effective endings, and they think about how to integrate these elements into their writing. The students use transitional words and phrases in their writing to show time, sequence of events, and location. They also explore some ways personal narratives can be structured.	In this unit, the students explore fiction writing, and they draft, revise, and publish their own stories. By hearing different kinds of fiction and exploring how authors get ideas and put stories together, the students learn how to integrate elements of character, setting, and plot into their own writing. They explore features of good fiction writing, including developing interesting characters, detailed settings, and clear and logical plots with a central conflict and resolution. They also explore building suspense, writing dialogue, and using transitional words and phrases. They write strong openings that grab a reader's attention or that introduce who and what the story is about, and they create endings that bring a story's events to a close. They learn important skills and conventions pertinent to fiction writing, such as using pronouns correctly and distinguishing between and correctly using first- and third-person points of view.	In this unit, the students immerse themselves in nonfiction texts about topics of interest to them. Each pair of students writes, revises, and publishes an informational report about a topic they choose. The students explore ways in which authors present information in expository text, and they learn about text features. They learn research skills, such as evaluating the credibility of sources, taking notes, and organizing information into subtopics. Partners write an introduction to their report that captures the reader's interest and a conclusion that follows from the information presented. They use facts, definitions, details, and quotations to add substance to their writing and employ transitional words and phrases to show sequence and location and to connect ideas. They distinguish between informal and formal writing styles and use a formal style in writing their reports. The students practice relevant skills and conventions, such as citing sources, quoting or paraphrasing information while avoiding plagiarism, and correcting run-on sentences and sentence fragments.	In this unit, the students explore functional writing. They read and discuss various types of functional writing and write how-to booklets for others to use. They identify an audience and a purpose for functional writing and explore craft elements of the genre, including accuracy, clarity, and completeness. They focus on using transitional words and phrases, specific language, and details in their writing. They also think about the organization of the how-to booklets they write and explore adding introductions, materials lists, tips, and labeled diagrams. The students frequently work with partners during the unit.
Writing Craft and Genre	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Hear and discuss good writing</li> <li>• Learn about a professional author</li> <li>• Explore prewriting techniques</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop and publish a draft (from Unit 1)</li> <li>• Reread their drafts critically and revise them</li> <li>• Explore strong opening sentences</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Hear and discuss personal narratives</li> <li>• Write about significant experiences from the students' own lives and explore how those experiences resulted in learning or change</li> <li>• Explore ways to organize or structure a personal narrative</li> <li>• Use sensory and descriptive details</li> <li>• Integrate information about learning or change</li> <li>• Cultivate an individual voice</li> <li>• Use transitional words and phrases</li> <li>• Write engaging openings and endings that draw a story's events to a close</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Hear and discuss fiction stories</li> <li>• Develop interesting plots that make sense</li> <li>• Build and resolving conflict in the plot</li> <li>• Build suspense</li> <li>• Use humor in a story</li> <li>• Pay attention to character, setting, and plot</li> <li>• Use descriptive details to convey setting and character</li> <li>• Use dialogue to tell a story and develop character</li> <li>• Use transitional words and phrases</li> <li>• Write openings that engage readers and introduce the story</li> <li>• Write endings that bring a story's events to a close</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Explore different ways to communicate information</li> <li>• Select any nonfiction topic to research and write about</li> <li>• Explore text features and various ways of organizing expository nonfiction</li> <li>• Do pre-research writing and narrow research focus</li> <li>• Evaluate the credibility of sources</li> <li>• Take notes and organize information by subtopic</li> <li>• Employ facts, examples, precise language, and quotations related to the topic</li> <li>• Quote or paraphrase information while avoiding plagiarism</li> <li>• Use transitional words and phrases</li> <li>• Establish and maintain a formal style</li> <li>• Create text features</li> <li>• Write interesting introductions and conclusions that follow from the information presented</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Hear, read, and discuss functional writing</li> <li>• Write how-to booklets on topics of interest</li> <li>• Write how-to directions that include introductions, materials lists, labeled diagrams, and tips</li> <li>• Identify audience and purpose for functional writing</li> <li>• Check directions for accuracy, clarity, completeness, specific language, and details</li> <li>• Use transitional words and phrases</li> <li>• Organize the information so that directions make sense</li> </ul>
Skills and Conventions	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Explore intriguing first lines</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Generate alternatives for overused words</li> <li>• Look for confusing or extraneous information in their drafts</li> <li>• Think about varying sentence patterns in their drafts</li> <li>• Proofread their writing for correct spelling, punctuation, and capitalization</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>• Identify complete sentences (Lesson 1)</li> <li>• Identify compound sentences (Lesson 2)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Identify and correct commonly misused words (accept/except; lose/loose; who's/whose)</li> <li>• Recognize and correct sentence fragments and run-on sentences</li> <li>• Proofread for spelling, punctuation, and grammar</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>• Identify dependent and independent clauses (Lesson 3)</li> <li>• Combine sentences (Lesson 4)</li> <li>• Find fragments and run-on sentences (Lesson 5)</li> <li>• Use nouns and possessive nouns (Lesson 7)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Use first- and third-person points of view</li> <li>• Recognize and correct noun-pronoun agreement errors</li> <li>• Recognize and correct pronouns with unclear antecedents</li> <li>• Recognize and correct run-on sentences</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>• Use subject and object pronouns (Lesson 8)</li> <li>• Use possessive and intensive pronouns (Lesson 9)</li> <li>• Explore pronoun antecedents and noun-pronoun agreement (Lesson 10)</li> <li>• Explore verbs (Lesson 12)</li> <li>• Explore perfect verb tense (Lesson 13)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Cite sources correctly in a bibliography</li> <li>• Recognize and correct run-on sentences and fragments</li> <li>• Proofread for spelling, punctuation, and grammar</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>• Explore progressive verb tense (Lesson 14)</li> <li>• Explore shifts in verb tense (Lesson 15)</li> <li>• Use subject-verb agreement (Lesson 16)</li> <li>• Explore adjectives (Lesson 18)</li> <li>• Explore adverbs (Lesson 19)</li> <li>• Use prepositions and prepositional phrases (Lesson 20)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Proofread for spelling, punctuation, and grammar</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>• Explore correlative conjunctions (Lesson 21)</li> <li>• Explore formal and informal English (Lesson 22)</li> </ul>
Independent Practice	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Build stamina for writing independently (e.g., 10–20 min. building to 30 min.)</li> <li>• Write freely about topics that interest them</li> <li>• Generate ideas from fiction</li> <li>• Generate ideas from their own lives that they can write about</li> <li>• Generate ideas from nonfiction texts</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Build stamina for writing independently (e.g., 20–25 min. building to 30 min.)</li> <li>• Select one draft to complete and publish</li> <li>• Write strong opening sentences</li> <li>• Communicate ideas clearly in writing</li> <li>• Connect ideas in a way that makes sense</li> <li>• Use varying sentence lengths</li> <li>• Vary the words they use to start their sentences</li> <li>• Use lively, interesting words</li> <li>• Make revisions that make sense and improve their writing</li> <li>• Proofread their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Write independently for 30 min.</li> <li>• Draft personal narratives</li> <li>• Select one draft to complete and publish</li> <li>• Communicate their ideas clearly in writing</li> <li>• Describe a meaningful personal experience that resulted in learning or change</li> <li>• Use descriptive sensory details</li> <li>• Develop their own voice in their writing</li> <li>• Write strong opening sentences and a closing that wraps up the piece</li> <li>• Recognize and correct commonly misused words who's/whose, accept/except, and lose/loose</li> <li>• Use transitional words and phrases</li> <li>• Assess their own writing</li> <li>• Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Write independently for 30 min.</li> <li>• Draft fiction stories and select one draft to complete and publish</li> <li>• Write stories that make sense and have characters with distinct traits, have a clear conflict that is resolved, and are easy to follow--what is happening, when, and to whom</li> <li>• Use transitional words and phrases</li> <li>• Write an opening that grabs the reader's attention and an ending that draws the story's events to a close</li> <li>• Use sensory details to convey the setting</li> <li>• Use first- and third-person point of view consistently</li> <li>• Assess their own writing</li> <li>• Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Write independently for 30 min.</li> <li>• Write information they have learned or are curious about</li> <li>• Write information they have they learned about their topics</li> <li>• Write notes about their topics in their own words (include facts, details, and definitions related to their topics)</li> <li>• Categorize and order their notes in a way that makes sense and use paragraphs to organize their writing</li> <li>• Use their notes to write coherently about their topics</li> <li>• Use transitional words and phrases</li> <li>• Use quotations to add information</li> <li>• Replace informal language with formal language</li> <li>• Use expository text features (bibliography)</li> <li>• Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Write independently for 30 min.</li> <li>• Write a set of how-to directions</li> <li>• Write an introduction that prepares the reader to read the directions</li> <li>• Include a materials list</li> <li>• Write directions that are organized in a way that makes sense, are accurate, and include all of the information needed</li> <li>• Use transitional words and phrases</li> <li>• Use specific language and details</li> <li>• Include labeled diagrams in their directions</li> <li>• Make revisions that make sense and improve their writing</li> </ul>
Social Skills Development	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Learn the procedures for gathering, Writing Time, "Turn to Your Partner," "Think, Pair, Share," and pair conferring</li> <li>• Get to know one another</li> <li>• Speak clearly and listen to one another</li> <li>• Express interest in and appreciation for one another's writing</li> <li>• Get ideas by listening to one another</li> <li>• Use writing and pair conference time responsibly</li> <li>• Learn discussion prompts to build on one another's thinking</li> <li>• Ask one another questions about their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Give their full attention to the person who is speaking</li> <li>• Ask for and receive feedback</li> <li>• Give feedback in a helpful way</li> <li>• Work independently during Writing Time</li> <li>• Initiate pair conferences about their drafts</li> <li>• Act responsibly while writing and conferring during Writing Time</li> <li>• Act considerately toward others</li> <li>• Discuss problems that arise in pair conferences</li> <li>• Handle materials responsibly</li> <li>• Share materials fairly</li> <li>• Present from the Author's Chair</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Work with new partners</li> <li>• Share their partners' thinking with the class</li> <li>• Discuss and solve problems that arise in their work together</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Work with new partners</li> <li>• Cultivate a relaxed attitude toward writing</li> <li>• Anticipate and solve problems that arise in their work together</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Work with new partners</li> <li>• Assess how a solution is working and modify it if necessary</li> <li>• Reach agreement before making decisions</li> <li>• Make fair decisions</li> <li>• Share the work fairly</li> <li>• Agree and disagree in a caring way</li> <li>• Include one another and contribute to group work</li> <li>• Make decisions about how they will present their reports from the Author's Chairs</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Work with new partners</li> </ul>

## Being a Writer Scope and Sequence Grade 6

Genre	Genre	Unit 9
<b>Argumentative Writing</b>	<b>Poetry</b>	<b>Revisiting the Writing Community</b>
<ul style="list-style-type: none"> <li>• “Do Not Raise the Driving Age to 18”</li> <li>• “The Minimum Driving Age Should Be Raised”</li> <li>• “Losing Is Good for You”</li> <li>• “Why Parents Should Push Their Kids to Play Team Sports”</li> <li>• “Sleep Deprivation and Teens: ‘Walking Zombies’”</li> <li>• “Bring Naps, Recess, and the Arts Back to School”</li> </ul>	<ul style="list-style-type: none"> <li>• “Smells”</li> <li>• “Spring Is”</li> <li>• “Ode to Pablo’s Tennis Shoes”</li> <li>• “Steam Shovel”</li> <li>• “Fireflies”</li> <li>• “Bull snake rattle”</li> <li>• “giraffe”</li> <li>• “You Can Talk About Your Hummingbirds”</li> <li>• “The Pickety Fence”</li> <li>• “April Rain Song”</li> <li>• “Pencils”</li> <li>• “Poet Quotes: What Is Poetry?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Writing Habits of Professional Authors”</li> </ul>
<b>5 weeks</b>	<b>2 weeks</b>	<b>1 week</b>
In this unit, the students read and write argumentative essays as they explore elements of argumentative writing. They learn research skills, such as evaluating the credibility of sources and taking notes in their own words. After partners research their chosen topic, each student generates a claim about the topic and writes an essay arguing in favor of that claim. The students learn to identify an audience and purpose for writing their essays. They also clearly state their claims and support them with reasons and relevant evidence, use transitional words and phrases to connect claims with evidence, address counterclaims, and write in a formal style. They write introductions that state their claims and capture the reader’s interest and conclusions that restate or revisit their claims and bring their essays to a close. The students practice relevant skills and conventions, such as citing sources, quoting or paraphrasing information while avoiding plagiarism, and correcting run-on sentences and sentence fragments.	In this unit, the students hear, discuss, and write poetry. They think about what makes a poem a poem, and they explore imagery, metaphor, rhyme, form, onomatopoeia, and repetition of words and sounds in poetry. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about seasons, common objects, and things and the noises they make. They learn that poets can break punctuation and capitalization rules intentionally, and they think about what this would look like in their own poems.	In Unit 9, the students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community. They write letters to next year’s class about what it means to be a writer, reflect on and write about a favorite author, and plan their summer writing. They thank their classmates for supporting them this year, and they express interest in and appreciation for one another’s writing and thinking.
<b>Students will:</b> <ul style="list-style-type: none"> <li>• Hear and discuss persuasive essays</li> <li>• Write essays that support claims</li> <li>• Support claims with reasons and relevant evidence</li> <li>• Address counterclaims</li> <li>• Write interesting introductions that state claims</li> <li>• Write conclusions that restate claims and wrap up the essays</li> <li>• Do pre-research writing and narrow research focus</li> <li>• Evaluate the credibility of sources</li> <li>• Take notes and organize information into categories based on reasons</li> <li>• Employ facts, examples, and quotations that support claims</li> <li>• Quote or paraphrase information while avoiding plagiarism</li> <li>• Use transitional words and phrases</li> <li>• Establish and maintain a formal style</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Hear and discuss poems</li> <li>• Explore sound, imagery, and form in poems</li> <li>• Write poems about topics of interest</li> <li>• Generate ideas for poems</li> <li>• Use sensory details</li> <li>• Use metaphor</li> <li>• Use onomatopoeia and repetition of words and sounds</li> <li>• Use rhythm and rhyme</li> <li>• Explore the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Reflect on growth as writers and as community members</li> <li>• Think about challenges they faced and what they have learned about writing</li> <li>• Review authors studied this year and reflect on and write about their favorite authors</li> <li>• Learn about the writing habits of professional authors</li> <li>• Plan summer writing</li> </ul>
<b>Students will:</b> <ul style="list-style-type: none"> <li>• Cite sources correctly in a bibliography</li> <li>• Recognize and correct run-on sentences and fragments</li> <li>• Proofread for spelling, punctuation, and grammar</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>• Use consistency in style and tone (Lesson 23)</li> <li>• Explore commas (Lesson 25)</li> <li>• Use commas, parentheses, and dashes to set off extra information (Lesson 26)</li> <li>• Explore punctuating dialogue (Lesson 27)</li> <li>• Use colons and semicolons (Lesson 28)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Explore how poets follow or intentionally break punctuation and capitalization rules for poetic effect</li> <li>• Proofread for spelling and (if applicable) punctuation</li> </ul> <b>Skill Practice Teaching Guide</b> <ul style="list-style-type: none"> <li>• Explore capitalizing and punctuating titles (Lesson 29)</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Use their word banks and proofreading notes to proofread their writing</li> </ul>
<b>Students will:</b> <ul style="list-style-type: none"> <li>• Write independently for 30 min.</li> <li>• Identify a claim to write about</li> <li>• Write an interesting introduction</li> <li>• Clearly state a claim early in the essay and give several reasons to support the claim</li> <li>• Include researched evidence to support their reasons</li> <li>• Organize their essays into paragraphs</li> <li>• Address a counterclaim</li> <li>• Use transitional words and phrases and use a formal writing style</li> <li>• Conclude the essay by restating or revisiting the claim</li> <li>• Include a bibliography</li> <li>• Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Write independently for 30 min.</li> <li>• Attempt to write poems rather than stories</li> <li>• Include sensory details in poems</li> <li>• Include other elements of poetry (e.g., sound, shape, placement of words on the page)</li> <li>• Consistently apply punctuation and capitalization choices throughout their poems</li> <li>• Make revisions that make sense and improve their writing</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Write independently for 30 min.</li> <li>• Write letters to next year’s class about ways to be good writers</li> </ul>
<b>Students will:</b> <ul style="list-style-type: none"> <li>• Work with new partners</li> <li>• Share what they learn about their partners</li> <li>• Respectfully consider the opinions of others</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Work with new partners</li> </ul>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Reflect on their contributions to the writing community</li> <li>• Reflect on their contributions to the writing community</li> <li>• Reflect on how they have benefited from the writing community</li> <li>• Thank one another for their help</li> </ul>