

Teacher: Fitzgerald, Rodgers, Woolridge		Course: Reading	Grade Level(s): 6
	WINGS: Section II		
	Topic(s): Literature		
Content/Big Ideas	<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact of the text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • Read and comprehend complex literary and informational texts independently. 		
Essential Questions	<ul style="list-style-type: none"> • How do strategic readers create meaning from informational and literary text? How does what readers read influence how they should read? What strategies and resources do I use to figure out unknown vocabulary? • What is the text really about? How does interaction with text provoke thinking a response? • How do readers know what to believe in what they read, hear, and view? How does what readers read influence how they should read it? 		
Concepts	<ul style="list-style-type: none"> • Drawing Conclusions • Story Structure • Plot • Characterization • Figurative Language • Setting • Drama • Sequencing • Literary Techniques • Point of View • Poetry • Theme • Connotation and Denotation 		

Competencies	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6-8 text complexity band proficiently, with scaffolding as needed in the high end of the range.
Standards/Benchmarks	CC.1.1.6, CC.1.2.6, CC.1.3.6, CC.1.4.6, CC.1.5.6
Activities & Assessments	Write-Ons Comprehension Test Partner Read Team Discussion Class Discussion

Teacher: Fitzgerald, Rodgers, Woolridge		Course: Reading	Grade Level(s): 6
	WINGS: Section III		
	Topic(s): Informational Text		
Content/Big Ideas	<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact of the text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • Read and comprehend complex literary and informational texts independently. 		
Essential Questions	<ul style="list-style-type: none"> • How do strategic readers create meaning from informational and literary text? How does what readers read influence how they should read? What strategies and resources do I use to figure out unknown vocabulary? • What is the text really about? How does interaction with text provoke thinking a response? • How do readers know what to believe in what they read, hear, and view? How does what readers read influence how they should read it? 		
Concepts	<ul style="list-style-type: none"> • Main Ideas and Supporting Details • Cause and Effect • Domain Specific Vocabulary • Fact and Opinion • Functional Text • Text Structure • Compare and Contrast • Drawing Conclusions • Problem and Solution • Author's Purpose 		

Competencies	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standards/Benchmarks	CC.1.1.6, CC.1.2.6, CC.1.3.6, CC.1.4.6, CC.1.5.6
Activities & Assessments	Write-Ons Comprehension Test Partner Read Team Discussion Class Discussion

Teacher: Fitzgerald, Rodgers, Woolridge	Course: Reading	Grade Level(s): 6
	WINGS: Section VII Topic(s): Speaking and Listening	
Content/Big Ideas	<ul style="list-style-type: none"> ● Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ● Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ● Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ● Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 	
Essential Questions	<ul style="list-style-type: none"> ● What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear? ● How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message? 	
Concepts	<ul style="list-style-type: none"> ● Participate in conversations with peers and adults in groups ● Interpret information presented with diverse media ● Ask and answer questions about what a speaker says ● Tell a story, speaking in coherent sentences, using an audible voice ● Create recordings, drawings, or other visuals displays of stories to show meaning ● Restate questions using details to clarify the answer 	
Competencies	Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.	
Standards/Benchmarks	SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6	

Activities & Assessments

- Write-Ons
- Comprehension Test
- Partner Read
- Team Discussion
- Class Discussion