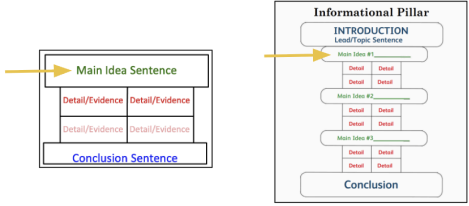
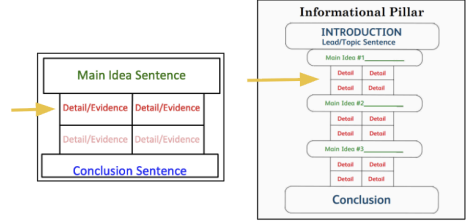


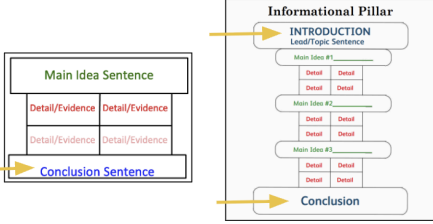
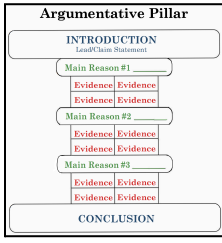
6th Grade

*Each lesson provides the number of sessions required in parenthesis. *1 session is considered to be about 20 minutes.* This estimation depends on the time allotted for writing, familiarity with the skill/lesson, previous exposure as a result of vertical alignment already in place, individual approach, and how the lesson is chunked, and the amount of integration with reading and other subjects.

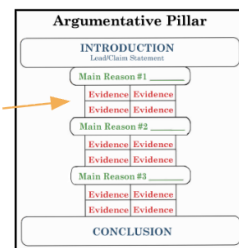
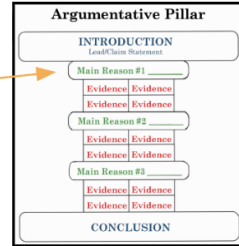
The Hub Navigation Menu denotes all assessments and lessons included in this guide with highlighting.

Assessment #1 to provide baseline for response	
Literacy Launch (13-17 sessions)	
L1- Introducing Graphic Organizers (2)	Reading Response Outcomes: Students will recognize the genre of the source text(s) and of the required organization of the response. The skills within Steps 1-6 of Steps for a Constructed Response are all introduced and practiced (annotation, summary, givens & variables, locating evidence, and becoming familiar with an author's prewriting plan).
L2- Recognizing Genre (1)	
L5- Strategic Reading - Informed Writing (2-3)	
L9- Distinguishing Between Three Genres of Writing (3-6)	
L10- Introduction to Literary Analysis (2)	
L11- Analyzing Assignments for Givens and Variables (1)	
L2- Introduction to Inferential and Evaluative Thinking (2)	
Informational (55-63 sessions)	
<u><i>Broad Yet Distinct Main Ideas/Reasons (14-15)</i></u>	Reading Response Outcomes: Students will notice how authors purposefully group details, often clearly stating a central idea at the beginning of paragraphs. They will also be able to sort and categorize evidence to address a task. With the Steps for a Constructed Response, Step 3 and 7 will be a focus (connections between the givens & variables of the task and the main idea sentence and generating a strong main idea
L3- Pick, List and Choose - A Process for Thinking, Prewriting, and Planning (2)	
L3a- Applying Pick List Choose to Response Writing (1)	
L8- Naming Givens and Variables (1)	
L10- Alternatives to Boring, Redundant Main Idea Sentences (1)	
L11- Revising Boring, Redundant Main Ideas (1)	

<p>L14- Turning Questions into Responses (2)</p> <p>L16- Sentence Variety and Word Referents (2-3)</p> <p>L17- Preparing to Write a Response to Text (3)</p>	<p>sentence that states the controlling idea).</p> 
<p><i>Elaboration- Detail Generating Questions (13-16)</i></p> <p>L1- What Does it Look Like? Why is it Important? Grab Bag (2)</p> <p>L5- Find the Overly General Words and Phrases (1)</p> <p>L7- Using Detail-Generating Questions (2-3)</p> <p>L7a- Using Detail Generating Questions to Identify Evidence (1)</p> <p>L7b- Using Detail Generating Questions to Develop Responses (2)</p> <p>L8- Flip the Sentence Subject (1)</p> <p>L11- Paraphrasing (2)</p> <p>L12- Giving the Author Credit (2-4)</p>	<p>Reading Response Outcomes:</p> <p>Students will use detail generating questions to both identify and elaborate evidence within a source text. This reinforces Steps 4-5 of Steps for a Constructed Response and supports the development of the body of the paragraph in Step 8.</p> 
<p>Assessment #2 to show growth of skills explicitly taught up to this point; specific areas of improvement- organization, main ideas/reasons, elaboration</p>	
<p><i>Research (9)</i></p> <p>L6- Taking Notes from Lectures & Multi-Media Presentations (1)</p> <p>L8- Restating Information from Research (2)</p> <p>L8a- Comparing & Contrasting In Research Simulation Tasks (4)</p> <p>L10- Transitional Words and Phrases (2)</p>	<p>Reading Response Outcomes:</p> <p>Students will identify strong evidence. Learning to take notes will encourage using words and phrases on a response planning template versus copying full sentences.</p>
<p><i>Introductions and Conclusions (8-9)</i></p> <p>L6a- Response to Text Introductions- Single Source (2)</p>	<p>Reading Response Outcomes:</p> <p>Students will understand strategies</p>

<p>L6b- Writing Response to Text Introduction Paragraphs- Multiple Source (2)</p>	<p>to begin and end essay responses. Steps 7 and 9 of Steps to Constructed Response will be the focus.</p>
<p>L9- Definitive Words and Phrases (1-2)</p>	
<p>L14- Writing Response to Text Conclusion Paragraphs (3)</p>	
<p><u>Authentic Writing Tasks (11-14)</u></p>	
<p>L3- Read Like an Author (2)</p>	<p>Reading Response Outcomes:</p>
<p>L4- Identity the Theme (3-4)</p>	<p>Students will rehearse skills and broaden understanding through literary texts.</p>
<p>L5- Writing a Literary Analysis Exploring “Point of View” (4-5)</p>	
<p>L6- Writing Response to Argumentative Text (2-3)</p>	
<p>Assessment #3 to demonstrate skills explicitly taught up to this point; specific areas of improvement- introductions and conclusions in addition to organization, main ideas/reasons, elaboration</p>	
<p>Argument (29-36 sessions)</p>	
<p><u>Organization and Analysis (6-8)</u></p>	<p>Reading Response Outcomes:</p>
<p>L2- Analyze a Analyze a Strong Piece of Argument Writing: Rise and Shine (1-2)</p>	<p>Students will analyze the organization of argumentative text, understand how specific evidence supports the development of a claim, and identify how an author recognizes both points of view.</p>
<p>L5- Pro or Con? What’s Your Claim? (3)</p>	
<p>L6- Acknowledge the Alternate Point of View (2-3)</p>	
<p><u>Distinctive Main Reasons (3)</u></p>	<p>Reading Response Outcomes:</p>

L2- Ask, List, Link, Choose (2)	<p>Students will identify pros and cons of an issue in a source text and evaluate them to choose their own claim and specific reasons.</p>
L5- Specific, Distinct Main Reasons (1)	
<i>Audience Awareness (6-7)</i>	Reading Response Outcomes:
L1- Pro/Con- Know Both Sides of the Issue (2)	<p>Students will examine issues and opposing viewpoints and be able to identify experts on an issue that make for strong evidence when constructing a response. Additionally, the use of detail generating questions and second hand evidence will provide effective elaboration on a claim within a response. This reinforces Steps 4-5 of Steps for a Constructed Response and supports the development of the body of the paragraph(s) in Step 8.</p>
L2- Pro/Con- Evaluating the Arguments of Others (2)	
L7- Credible Groups (1)	
L8- Calling in Other Experts (1-2)	
<i>Supporting Evidence (9-10)</i>	
L1- Detail Generating Questions (2)	
L2- Amp Up Your Evidence (2)	
L4- What is First Hand Evidence? Find the First Hand Evidence (1)	
L5- Identifying Expert Quotes, Facts and Statistics 1 & 2 (1)	
L8- Putting it All Together (3-4)	
<i>Prompts (5-8)</i>	Reading Response Outcomes:
L2- Using Second-Hand Evidence to Support Your Claim (2-4)	<p>Students will utilize strong evidence from source texts and rehearse Steps 1-9 of the Steps to Constructed Response through the argumentative tasks.</p>
L3- Integrating Information from Multiple Sources (3-4)	





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Narrative (55-71 sessions)

<u>Beginnings (5-6)</u>	<p>Reading Response Outcomes:</p> <p>Students will gain deeper comprehension of story beginnings and be better prepared to respond to questions relating to the following literary elements: character, setting, motivation, and conflict.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Task.</p>
L2- Analyze the Beginning (2)	
L4- Literary Analysis Task- Beginnings (3-4)	



<u>Elaborative Detail (18-25)</u>	<p>Reading Response Outcomes:</p> <p>Students will become more aware of reading segments with rich elaboration and strengthen their ability to both visualize and infer. Character feelings and traits will also become clearer.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Task.</p>
L1- Story Critical Characters, Settings, Objects (1)	
L3- General or Specific? (1)	
L4- Story Critical Elements in Literature (1)	
L5- Creating Elaborative Segments (3-6)	
L6- Elaborative Detail- Reading with Author's Eyes (2-4)	
L8- Feelings and Showing or Telling? (2)	
L9- Literary Analysis Task- Elaborative Detail (4-5)	
L10- Literary Analysis Task- Feelings (4-5)	

	 <p>The diagram is a diamond shape with text inside. At the top: 'ENTERTAINING BEGINNING: Story Characters, Setting, Object'. Below that: 'ELABORATIVE DETAIL: Suspense or anticipation leading to the main event'. In the center: 'THE MAIN EVENT: Show action in slow motion, frame by frame, stretch it out! Include description and main character's thoughts and feelings!'. Below that: 'Action leading to SOLUTION of problem or CONCLUSION of situation'. At the bottom: 'EXTENDED ENDING: Memory, Decision, Feeling, Wish'. An arrow points to the 'ELABORATIVE DETAIL' section.</p>
<p>Assessment #4 to show continued growth in all skill areas</p>	
<p><u>Suspense (9-10)</u></p> <p>L1- Find the Suspense (1)</p> <p>L3- Red Flag Words and Phrases (1)</p> <p>L4- The Magic Of Three (3)</p> <p>L6- Literary Analysis Task- Suspense (4-5)</p> <p><u>Main Event (8-12)</u></p> <p>L1- Comparing Summaries and Fully Elaborated Main Events (1)</p> <p>L2- Main Event (3-6)</p> <p>L3- Literary Analysis Task- Main Event (4-5)</p>	<p>Reading Response Outcomes:</p> <p>Students will more easily identify the main problem, conflict, tension, and foreshadowing while also better following the development of the plot.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Tasks.</p>  <p>The diagram is identical to the one above, but with two arrows pointing to the 'ELABORATIVE DETAIL' and 'THE MAIN EVENT' sections.</p>
<p><u>Endings (7-8)</u></p> <p>L1- Analyze the Ending (1)</p> <p>L2- Extending this Ending (2)</p> <p>L4- Literary Analysis Task- Extended Endings (4-5)</p> <p><u>Prompts and Process Writing (8-10)</u></p> <p>L4- Writing A Literary Analysis Exploring "Point of View" (4-5)</p> <p>L5- Writing in Response to Multiple Texts (4-5)</p>	<p>Reading Response Outcomes:</p> <p>Students will determine the themes of stories and be able to analyze how main characters grow or change from beginning to end and lessons that emerge.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Tasks.</p>

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Assessment #5 to show continued growth in all skill areas