



Sixth Grade English: 2018-19

Jackson/Fellenbaum
The BONE Detectives
Colossal Cartooning

We are a community of readers and writers.

It's a simple, but BIG shift. We teach the READER and the WRITER, rather than a fixed continuum of Reading and Writing.

Each reader is unique. Each writer is too!

We are building a bridge to your child's elementary reading and writing life: a time of great intellectual safety and exploration. We're determined to keep your child exploring. In sixth grade, we refine and define this journey through mentorship, reflection, critique, feedback, and self-initiation.

Professional Development with Donna Santman

“Reading to develop an active imagination involves more than just getting lost in the world of great stories. If they read carefully and thoughtfully, and pay attention to the details of the books they read, our kids will be able to explore big issues and ideas in their lives. This kind of reading will help them to inform decisions about the work they’ll undertake and the friends they’ll have. Reading in this way helps us decide who we’ll vote for, where we’ll donate our money, how we’ll treat people. When we teach kids to read this way, they will learn to harness their imaginations and use them to accomplish great things” (Santman, 2005).

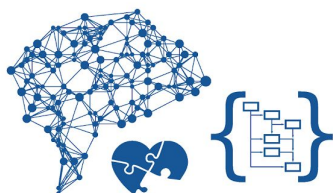


Donna Santman, middle school literacy teacher and author of Shades of Meaning, consults with schools around the country supporting teachers in developing and implementing rigorous reading and writing workshops.

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

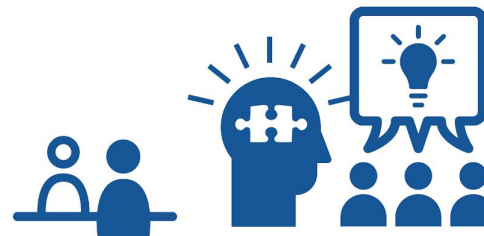


Exhibit 3: A variety of general and targeted learning strategies foster social and emotional skills



Shifts in English Language Arts Instructional Approach

Teach all children from a sequential set of lessons within genre-based units.



Use initiating task assessments to determine what children know and can already do.

All students write a process piece in one genre that is either narrative, opinion/argument, or informational.



Students write voluminously in a writer's notebook, use model--critique--feedback with peers to improve writing, and decide what to publish every 2-3 weeks. Across the year, write within multiple genres, modes, and for a variety of purposes.

Students read voluminously in self-selected books.



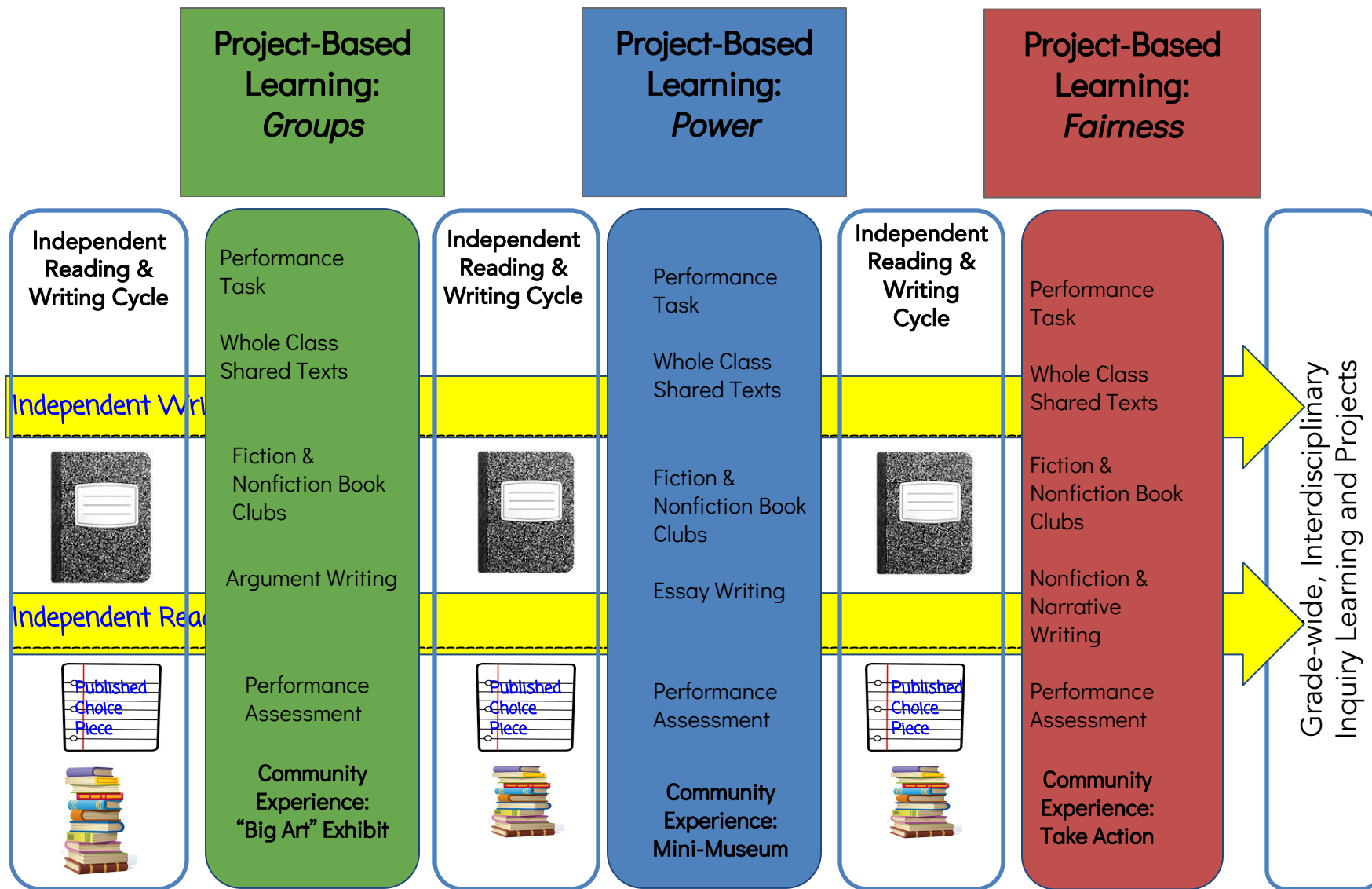
Students read voluminously and design independent reading projects across the year that show their thinking in self-selected books.

The whole class reads the same novel and writes a literary response to a teacher prompt or teacher-selected theme.



Through project-based learning, students read and write to deepen understanding of groups, power, and fairness in our community. Each student develops a project that contributes to a whole class public product.

Sixth Grade English Overview



September

-----June

Teaching Reading

Skill Building

Getting ideas in books, tracing them across a text or texts, and supporting ideas

Independent Reading

At first I thought this book was about friendship, but now I'm realizing it's about how sometimes good people can do not-good things because...

Shared Text

At first we thought Fly Away Home was about the relationship between a father and son, but then we realized it was about how even a small bird can instill hope into the hearts of those who need it most.

PBL

Determine what these texts reveal about groups. What is the most convincing evidence within and outside this text that supports your ideas?

Bravery

Bravery is being strong and standing up for yourself and others. Sometimes I am brave. Most the time I am not brave.

I am never the first person to go downstairs in the basement because there are creepy things in the basement...

I sometimes can be very shy. Sometimes I can be very loud.

When I am brave it's mostly about defending someone else. I like to defend people because sometimes I don't think certain things are right.

What bravery is and how I relate to it.

Examples why I am not brave.

A mix of both brave and not brave in my personality.

Examples why I am brave.

Define bravery more

Strong is proving people that you can accomplish something. Bravery is doing things that you feel are out of your comfort zone.

When I see family members

I have not seen in 10 years

→ I get nervous meeting them and I barely talk to them. When my friends want to watch scary movies I start getting really scared!

more example

Depending on who you are talking to they would say I am either really loud or really quiet. Most the time loud. Depending on the way I act around that person.

more examples

I am brave when I stand up for myself in a situation. I also feel brave when I really do something I would've never done ever before. Like going on rides that I'm scared of. Doing new things.

Teaching Writing

WRITING WORKSHOP

Children maintain writer's notebooks in which voice and choice are valued. They write across multiple genres and produce lots of writing. Teachers model ways to generate, add, and revise writing.

FREQUENT PUBLISHING

Every couple of weeks, students choose a piece to take through a writing process and publish. Published pieces are polished, representing high quality work. The expectation is revised and edited writing. This includes a feedback cycle.



MINI-INQUIRIES

Students make inferences and generalizations about grammar from data, (Taba, 1966, 1971) or in this case, by analyzing many models of sentences. This inquiry based approach invites students to notice and name (Anderson, 2007, 2014, 2015), and then try.

WORD STUDY

To become more powerful writers, children study words in ways to help develop vocabulary, spelling sense, grammar, and usage. Through mini-inquiries, they have opportunities to notice and practice using conventions, and to study the many ways sentences can go.

Write a story
about a character
spreading rumors.

Make a letter
and write to someone
who is spreading rumors.

7/18

"Alone" and Independence

The poem show independence when she said, in my words, "I lost in it all, and I'm small compared to everything." That made me feel that she's going into the real world, except she's alone. Though, I think that she's more independent than alone. I think she's not just being alone or independent, but also brave. Another part where I thought she was being was when she was speaking about her oness and separateness, ^{and} that made me tell that she was becoming an independent person.

The poem shows independence when it says "Now I'll stay out here, hugging my separateness, my oneness" because she's holding her feelings in, but not being ashamed of them. She's accepting herself and how she's different and separate from everyone else. She's also accepting being alone.

At the end it says "I am growing into me" this shows she's fine with being independent.

	6th Grade Building Blocks	7th Grade Usage and Complexity	8th Control and Voice
September	<p>Grammar: nouns (common and proper) and personal pronouns</p> <p>Mechanics: end punctuation (.?!) Capitalization: / as a proper pronoun, first letter of sentences, proper nouns, months, days of the week, holidays</p> <p>Word study and application: launch personal spelling and “vocabulary” lists; sentence imitation</p>	<p>Grammar: review complete sentence formation (subject/predicate)</p> <p>Mechanics: revisit non-negotiables (capitalization, end punctuation, comma in a series, comma in compound sentences, apostrophes with possessives)</p> <p>Word study and application: launch personal spelling and “vocabulary” lists; sentence imitation</p> <p>Reminders about paragraphing and neatness</p>	<p>Writing Assessment</p> <p>Voice Study Consistency across paragraphs Consistency across a whole text Punctuation Agreement Tone</p>
October	<p>Grammar: verbs (action, helping, state of being)</p> <p>Mechanics: comma in a series; commas used with dialogue Capitalization: titles and indication of, streets/roads, historical episodes, nationalities, religions, planets, organizations</p> <p>Word study and application: commonly confused words and personal vocabulary lists; sentence imitation</p>	<p>Grammar: relative pronouns (who, which, where, etc)</p> <p>Mechanics: comma to set off nonrestrictive phrases and clauses</p> <p>Word study and application: personal vocabulary lists; sentence imitation</p>	<p>Voice Study Verbs: Infinitive, Gerunds, participles Active and Passive Voice 1st Person Narration: impact and deficits</p>

Project Based Learning

PROJECT BASED LEARNING is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge (The Buck Institute).

Essential Project Design Elements include:

**Key Knowledge, Understanding,
and Success Skills**

Challenging Problem or Question

Sustained Inquiry

Authenticity

Student Voice & Choice

Reflection

Critique & Revision

Public Product



"BIG ART" POWER PROJECTS



ARTIST STATEMENTS FROM BIG ART PROJECTS

We created a circle with all different types of art. The art types are all very different but all come together to make one big circle. The types of art are collage, black and white, color/cartoon, and abstract. Separately, each piece looks like a wedge, but when they come together they form a complete circle.

Our big art says that art can bring people together. It says this because four completely different styles of art are parts of a circle that brings the artists together. This shows the power of finding things in common with each other, even if they seem or look different. All the wedges have time and effort stirred into them. You will find many different types of art in a museum even though they all look different and no two are alike. You know what they all have in common? They all met the criteria to make it into the museum, and they all, like the first, had time and effort poured into them.

The process was difficult in some places and easy in some other places. Working with a group was a challenge. But the process was not hard nor easy. First, we all decided on our power statement (art can bring people together) and brainstormed for what we could make as our “big” art. Second, once we had our project planned we chose who was going to do what. There were some disagreements here but we all came to an agreement. Next, we all created the art we were assigned. Finally, we put our pieces together to form the final piece of art.



We believe educators should have a positive and expectant view of children, with an understanding that children enter school with personal histories and particular strengths that teachers should recognize and use as the foundation for working with them.

The Teacher You Want to Be

Reach out with questions!

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