

6th Language and Literature Subject Group Overview

Unit Name		Module 1 Identities and Relationships	Module 2 Orientation in Space and Time	Module 3 Fairness & Development	Module 4 Personal & Cultural Expression
Time Frame		10 Weeks	10 Weeks	10 Weeks	6 Weeks
	Standards	<p>Literary: RL.6.1-4, RL.6.6-7, RL.6.9-10</p> <p>Informational: RI.6.1-2, RI.6.4</p> <p>Writing: W.6.2-6, W.6.9, W.6.10</p> <p>Language: L.6.1, L.6.2, L.6.3, L.6.4a, b, L.6.5, L.6.6</p> <p>Speaking & Listening: SL.6.1</p>	<p>Literary: RL.6.1-7, 9</p> <p>Informational: RI.6.1-5, RI.6.7, RI.6.10</p> <p>Writing: W.6.2, W.6.4, W.6-10</p> <p>Language: L.6.4, L.6.5, L.6.6</p> <p>Speaking & Listening: SL.6.1, SL.6.2, SL.6.4-6</p>	<p>Literary: RL.6.1-3, RL.6.5-6, RL.6.10</p> <p>Informational: RI.6.1-2, RI.6.46, RI.6.6-7, RI.6.10</p> <p>Writing: W.6.1, W.6.4-6, W.6.9, W.6.10</p> <p>Language: L.6.1, L.6.2, L.6.3, L.6.5, L.6.6</p> <p>Speaking & Listening: SL.6.6</p>	<p>Literary: All Standards</p> <p>Informational: All Standards</p> <p>Writing: All Standards</p> <p>Language: All Standards</p> <p>Speaking & Listening: All Standards</p>
Course Name: 6 th Language and Literature	Target Standards	RL.6.1-4, RL.6.6-7, RL.6.9-10 RI.6.1-2, RI.6.4 W.6.2-6, W.6.9, W.6.10 L.6.1, L.6.2, L.6.3, L.6.4a, b, L.6.5, L.6.6 SL.6.1	RI.6.1-5, RI.6.7, RI.6.10 W.6.2, W.6.4, W.6-10 L.6.4, L.6.5, L.6.6 SL.6.1, SL.6.2, SL.6.6	RL.6.1-3, RL.6.5-6, RL.6.10 RI.6.1-2, RI.6.46, RI.6.6-7, RI.6.10 W.6.1, W.6.4-6, W.6.9, W.6.10 L.6.1, L.6.2, L.6.3, L.6.5, L.6.65 SL.6.6	

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	Approaches To Learning Instructional Strategies	<p>Skill Category: Thinking</p> <p>Skill Cluster: Transfer Skills</p> <p>Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to make inferences, draw conclusions they must make connections between various sources of information.</p>	<p>Skill Category: Thinking</p> <p>Skill Cluster: Critical Thinking Skills</p> <p>Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) they must make connections between various sources of information.</p>	<p>Skill Category: Thinking</p> <p>Skill Cluster: Critical Thinking Skills</p> <p>Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) they must make connections between various sources of information.</p>	<p>Skill Category: Self-Management</p> <p>Skill Cluster: Reflection Skills</p> <p>Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to use appropriate forms of writing for different purposes and audiences they must focus on the process of creating by imitating the work of others.</p>
	Statement of Inquiry	<p>People often develop their character as a result of the changes they encounter through the connections, relationships and experiences they have within their communities, the world and within themselves.</p>	<p>Individuals, impacted by their cultures, construct unique narratives from their points of view that reflect their cultural values and beliefs and form their identities</p>	<p>Understanding diverse points of view helps us to live in an increasingly diverse society; these perspectives orient people in space and time providing varied experiences based on culture, background, and purpose.</p>	<p>Fostering a deep and genuine understanding of the subject matter, promoting critical thinking skills, and building confidence.</p>
	Global Context	<p>Identities and Relationships</p>	<p>Orientation in Space and Time</p>	<p>Fairness and Development</p>	<p>Globalization and Sustainability</p>

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	Key Concepts	Creativity	Identity	Development	Connections
	Related Concepts	Character	Theme	Point of View	Intertextuality
	Design Cycle Transdisciplinary	Writing Process – Narrative	Writing Process - Informational	Writing Process - Argumentative	Writing Process – Research Process
	MYP/GSE Assessments/ Performance Tasks	<p>Common Assessments Title and Criterion (Performance Task):</p> <p><u>Mid-Unit 1:</u> Analyze Language and Point of View: The Lightning Thief, Chapter 9 In the Mid-Unit 1 Assessment, students read a new chapter of <i>The Lightning Thief</i>. Following the same structures gradually released in the lessons, students analyze and determine the meaning of unfamiliar vocabulary and phrases from this chapter, including figurative language. They also explain how the author continues to develop the point of</p>	<p>Common Assessments Title and Criterion (Performance Task):</p> <p><u>Mid Unit 1:</u> Analyze Central Idea and Development of an Individual: <i>Code Talkers</i> Chapter 4</p> <p>The Module 2 Mid-Unit 1 Assessment is a reading assessment. Students read chapter 4 of <i>Code Talkers</i> and answer selected response questions about vocabulary in context, central idea, and a method used by the authors to develop the understanding of Kii Yazki's character in this chapter.</p>	<p>Common Assessments Title and Criterion (Performance Task):</p> <p><u>Mid Unit 1:</u> Analyze Point of View and Integrate Information - Touching Spirit Bear</p> <p>In this assessment, students will read a new section, "Touching Spirit Bear," of Cole's first-person account of his time at the Circle Justice and answer selected response questions about vocabulary and figurative language in context, and Cole's point of view and how it's conveyed in the text. Students also answer constructed response questions to develop their understanding of and</p>	<p>Testing and Test Prep:</p> <p>Milestones Minute Test Prep</p> <p>Milestones Assessment</p> <p>MAP Assessment</p>

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	<p>view of the narrator in <i>The Lightning Thief</i>.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.4, RL.6.6, RL.6.10, L.6.4a, L.6.4c, L.6.4d, L.6.5, and L.6.6.</p> <p>MYP Criteria: A</p> <p>End of Unit 1:</p> <p>Text-Based Discussion: The Lightning Thief, Chapters 1–12</p> <p>The End of Unit 1 Assessment contains two parts. In Part I, students take turns participating in a small group discussion to consider the prompt: How does Percy respond to challenges? What can we infer about his character from these responses? In Part II, students identify the key events in <i>The Lightning Thief</i> so far. They then briefly describe each event to show how the plot of the story is unfolding so far.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.3, RL.6.10, SL.6.1a, and SL.6.1b.</p> <p>MYP Criteria: A, B</p> <p>Mid-Unit 2:</p>	<p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.10, and L.6.4a.</p> <p>MYP Criteria: A</p> <p>End of Unit 1:</p> <p>Analyze Figurative Language, Central Idea, and Structure: Chapter 8</p> <p>The Module 2 End of Unit 1 Assessment is a reading assessment. Students read chapter 8 of <i>Code Talkers</i> and answer selected response and constructed response questions about figurative language in context, central idea and summary, chapter structure and the contribution of single sentences to the development of ideas, and methods used by the writers to develop our understanding of Kii Yazki's character and central idea. Through constructed response items, students also practice summary and informal writing.</p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, W.6.10, and L.6.5a.</p> <p>MYP Criteria: A, B, C, D</p>	<p>integrate their interpretations of the reading.</p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.7, RI.6.10, L.6.5a, and L.6.5c.</p> <p>MYP Criteria: A, B</p> <p>End of Unit 1:</p> <p>Analyze Point of View, Structure, and Language: Touching Spirit Bear Chapter 18</p> <p>The Module 3, Unit 1, end of unit assessment is a reading assessment. Students read an excerpt, the beginning of chapter 18, of <i>Touching Spirit Bear</i> and answer selected response and short constructed response questions about how Cole's point of view is developed by Edwin and/or Garvey, the structure of the text, the use of intensive pronouns, and the impact the use of language varieties has on character development in the text.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.3, RL.6.5, RL.6.6, RL.6.10, L.6.1b, and L.6.1e.</p>	
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		<p>Themes in Greek Myths and The Lightning Thief</p> <p>In the Mid-Unit 2 Assessment, students read a new Greek myth, “Prometheus.” They then identify the main ideas and key details of the myth, summarize it, and finally, compare and contrast the themes in the myth with those in an excerpt from The Lightning Thief.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.2, RL.6.4, RL.6.9, RL.6.10, and L.6.4.</p> <p>MYP Criteria: A, B, D</p> <p><u>End of Unit 2:</u></p> <p>Part I: Compare and Contrast Film and Text: The Lightning Thief</p> <p>Students write the four-paragraph essay they have planned in Unit 2 lessons comparing and contrasting the experience of watching the Lotus-Eaters scene from the film version of The Lightning Thief with reading the same scene in the novel.</p> <p>Part II: Revise Compare and Contrast Essay</p>	<p><u>Mid-Unit 2:</u></p> <p>Analyze Figurative Language and Central Idea: “The Hippo Roller”</p> <p>The Module 2 Mid-Unit 2 Assessment is a reading assessment. Students read a new informational text about another design solution to a critical problem, and answer selected response and constructed response items questions about figurative language, connotative meanings, and vocabulary in context, central idea, methods used to introduce and develop the reader’s understanding of the ideas in the text, and how structure and particular sentences contribute to the development of ideas. Students also write a brief summary of the text.</p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, W.6.10, L.6.4a, L.6.5a, and L.6.5c.</p> <p>MYP Criteria: A, B, C, D</p> <p><u>End of Unit 2:</u></p> <p>Research Process</p>	<p>MYP Criteria: A, B, C, D</p> <p><u>Mid Unit 2:</u></p> <p>Analyze Character, Point of View, and Theme: Touching Spirit Bear, Chapter 27</p> <p>The Module 3, Unit 2, mid-unit assessment is a reading assessment. Students read chapter 27 of Touching Spirit Bear and answer a selected response question about how Cole responds to Peter. They then write an explanatory paragraph about how Cole’s point of view toward his actions changes as a result of the events in this chapter. Students then write an objective summary of the chapter, highlighting the central ideas of the chapter and how the chapter conveys a possible theme of the novel.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.10.</p> <p>MYP Criteria: A, B, C, D</p> <p><u>End of Unit 2:</u></p> <p>Revise Narrative Writing for Pronoun Use and Sentence Variety</p> <p>The Module 3, Unit 2 end of unit assessment is a</p>	
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	<p>Students revise their essays written for Part I using peer feedback focused on transitional words and phrases to connect the ideas in their writing.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, and L.6.6.</p> <p>MYP Criteria: A, B, C, D</p> <p><u>Mid-Unit 3:</u> “Helios”</p> <p>In the Mid-Unit 3 Assessment, students read about another Greek god, Helios, to determine a central idea and to write a summary of the text. They also use several strategies reviewed throughout the module to determine the meaning of unfamiliar vocabulary. Students additionally keep track of and reflect on their learning using the Track Progress: Read, Understand, and Explain a New Text recording form.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1-4, RL.6.7, RL.6.9-10, RI.6.1, RI.6.2, RI.6.4,</p>	<p>The Module 2 End of Unit 2 Assessment is a research skills assessment. Students answer selected response and constructed response items to demonstrate their abilities with choosing the most relevant search results, understanding how the quality and specificity of search terms impacts search results, identifying types of sources, assessing reliability and credibility of possible sources, evaluating paraphrasing, paraphrasing information from a source, and gathering bibliographic information from a source.</p> <p>Important note: As process standards, W.6.7 and W.6.8 are more fully, authentically, and meaningfully assessed when students are engaged in their actual research that occurs in this unit. The items included on this assessment address these standards in only a perfunctory way due to the nature and limitations of an on-demand assessment. More accurate and nuanced evidence of student achievement toward these standards can be gathered from their research note-catcher completed during Unit 2 and their</p>	<p>language assessment. There are two options for this assessment. The first option is to have students choose one of the narrative letters they have written as part of their work in Unit 2 and revise for correct pronoun use and for sentence variety. Directions for this option can be found on the End of Unit 2 Assessment: Revise Narrative Writing for Pronoun Use and Sentence Variety, along with the chart students complete to explain their revisions. If additional data is needed to assess this standard, implement the second option, End of Unit 2 Assessment: Selected Response Questions: Pronoun Use and Sentence Variety. This optional assessment uses passages from Touching Spirit Bear with which students answer selected response questions about correct pronoun use and constructed response questions about sentence variety. Teachers may choose to use one assessment or both.</p> <p>Standards Addressed: RI.6.1, W.6.1, and W.6.9.</p> <p>MYP Criteria: A, B, C, D</p>	
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		<p>RI.6.10, L.6.4a, L.6.4c, L.6.4d, and L.6.6.</p> <p>MYP Criteria: A, B, C, D</p> <p>Summative Assessment/Product:</p> <p>End of Unit 3:</p> <p>Write a Narrative</p> <p>Throughout Unit 3, students plan a revised scene of The Lightning Thief told from the point of view of a new character who is a friend of Percy Jackson and the child of one of the Greek gods or another figure from a traditional story. In the End of Unit 3 Assessment, students use those plans to compose their narrative.</p> <p>Students will be assessed on their ability to introduce characters and the setting; develop a well-written narrative; organize events in a logical sequence; pace the narrative with dialogue, description, and transition words to create suspense; use precise words and phrases and sensory language to convey experiences and events; and follow the rules of writing (spelling,</p>	<p>problem-solution essay written from their research during Unit 3. Using this assessment in conjunction with those other artifacts affords a richer picture of student performance toward these research standards.</p> <p>MYP Objectives/GSE Standards Addressed: W.6.7 and W.6.8.</p> <p>MYP Criteria: A, B, C, D</p> <p>Mid Unit 3:</p> <p>Write a Problem-Solution Essay</p> <p>The Module 2 Mid-Unit 3 Assessment is a writing assessment. Students write an informative problem-solution essay focused on their research about a solution that an innovator developed using design thinking to solve a critical problem. The essay explains the problem in detail and then describes the process by which a solution was designed, tested, and revised.</p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.7, RI.6.10, W.6.2, W.6.4, W.6.6, W.6.8, W.6.9b, W.6.10, SL.6.2, and L.6.6.</p>	<p>Mid Unit 3:</p> <p>Write a Literary Argument Essay</p> <p>The Module 3, Unit 3, mid-unit assessment is a writing assessment. Students write a literary argument essay about whether Cole should return to Circle Justice at the end of the novel. Students use reasons and evidence from the text and reasoning to defend their position. Although Grade 6 is not required to address counterclaim, students acknowledge the existence of the opposing position as part of their introduction and/or conclusion.</p> <p>MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.3, RL.6.10, W.6.1, W.6.4, W.6.6, W.6.9a, W.6.10, L.6.2, L.6.3, and L.6.6.</p> <p>MYP Criteria: A, B, C, D</p> <p>End of Unit 3:</p> <p>Rehearse and Refine Performance Task Recording</p> <p>The Module 3, Unit 3, end of unit assessment is a three part speaking and listening assessment. In Parts I and II, students record two versions of their</p>	
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		<p>punctuation, and grammar).</p> <p>Summative Assessment Connection to Inquiry Statement:</p> <p>In Unit 3, students shift their focus to narrative writing skills. This series of writing lessons will scaffold students to their final performance task in which they will apply their knowledge about the hero's journey and the elements of mythology to create their own hero's journey stories.</p> <p>GSE Standards Addressed: W.6.3, W.6.4, W.6.6, and W.6.10.</p> <p>MYP Criteria: A, B, C, D</p>	<p>MYP Criteria: A, B, C, D</p> <p><u>Summative Assessment/Product:</u></p> <p><u>End of Unit 3:</u></p> <p>Fishbowl Discussion: Habits of Character to Solve Critical Problems</p> <p>The Module 2 End of Unit 3 Assessment is a speaking and listening assessment. Students synthesize their learning from the module by engaging in a QuickWrite and an academic discussion centered on the question: how do habits of character help people solve critical problems? The academic discussion uses a Fishbowl protocol, which students were first introduced to in Unit 1. Prior to this discussion assessment, students complete a graphic organizer to track their learning during the Solution Symposium. Options for facilitating the fishbowl discussion are provided: Option 1 spreads the assessment over two days, with half the class engaging in the fishbowl while the other half reads, and then the groups are flipped on Day 2. Option 2 uses an inner and outer</p>	<p>performance task contribution and then reflect on and self-assess each for their volume, pronunciation, and language use. Students use their observations about their first attempt to improve their performance on the second attempt. In Part III, they listen to a peer's second recording and reflect on and paraphrase the content and assess their peer's volume, pronunciation, and language use in that second performance. Review the second recording, both self-assessments, and the peer assessment to assess each student's speaking and listening. Alternatively, L.6.1 and L.6.3 may be assessed via the recordings.</p> <p>MYP Objectives/GSE Standards Addressed: RI.6.1, RI.6.6, SL.6.2, SL.6.6, L.6.3b, and L.6.6.</p> <p>MYP Criteria: A, B, C, D</p>	
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			<p>circle, with the outer circle acting as “coaches” for the inner circle, forcing students to listen attentively even when not directly involved in the discussion.</p> <p>MYP Objectives/GSE Standards Addressed: W.6.10, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, and SL.6.6.</p> <p>MYP Criteria: A, D</p>		
	Differentiation For Tiered Learners	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their

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		<p>caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> Consider changing the Reader's Notes to be more structured: Add questions to each column or provide partial 	<p>caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> Consider changing the Reader's Notes to be more structured: Add questions to each column or provide partial 	<p>caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> Consider changing the Reader's Notes to be more structured: Add questions to each column or provide partial 	<p>caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> Consider changing the Reader's Notes to be more structured: Add questions to each column or provide partial
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		<p>notes and have students fill in the blanks.</p> <ul style="list-style-type: none"> Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. 	<p>notes and have students fill in the blanks.</p> <ul style="list-style-type: none"> Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. 	<p>notes and have students fill in the blanks.</p> <ul style="list-style-type: none"> Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. 	<p>notes and have students fill in the blanks.</p> <ul style="list-style-type: none"> Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud.
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		<ul style="list-style-type: none"> • Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. • Consider having some students read summaries of some chapters (the ones that are not discussed in class) rather than the chapters themselves. 	<ul style="list-style-type: none"> • Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. • Consider having some students read summaries of some chapters (the ones that are not discussed in class) 	<ul style="list-style-type: none"> • Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. • Consider having some students read summaries of some chapters (the ones that are not discussed in class) 	<ul style="list-style-type: none"> • Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. • Consider having some students read summaries of some chapters (the ones that are not discussed in class)
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