Making Meaning Scope and Sequence Grade 6

<table>
<thead>
<tr>
<th>The Reading Community</th>
<th>Using Text Features</th>
<th>Questioning</th>
<th>Analyzing Text Structure</th>
<th>Making Inferences</th>
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<th>Analyzing Text Structure</th>
<th>Differentiating Important Ideas and Organizing</th>
<th>Synthesizing</th>
<th>Revisiting the Reading Community</th>
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</thead>
<tbody>
<tr>
<td>Action</td>
<td>Spacing/Reduction</td>
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<tr>
<td>Whole-class Comprehension</td>
<td>Nonsense Spots from the F F Czar to Son by Charles A. Lenski</td>
<td>Understanding the main ideas and details of a text</td>
<td>This is how I know</td>
<td>You can't take it with you</td>
<td>You Can't Stop Us</td>
<td>The Best News from Anywhere</td>
<td>“Our Country” and “Our World”</td>
<td>“The Key to the Ring”</td>
<td>“Mother to Son”</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Learn a procedure for selecting texts at their independent reading levels</td>
<td>• Learn and use 12 words from or about the unit's texts</td>
<td>• Practice analyzing text features and identifying how they support the main ideas</td>
<td>• Make inferences to understand an expository text</td>
<td>• Reflect on the students' growth as readers</td>
<td>• Evaluate the success of students' writing</td>
<td>• Investigate one side of an issue</td>
<td>• Use discussion prompts in pairs</td>
<td>• Share their stories with the class</td>
<td>• Revisit the year and set the stage for the next year</td>
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<tr>
<td>During IDR, the students practice self-monitoring their reading, listening, and speaking as they talk about their reading and the reading of others. Students practice the following during IDR:</td>
<td>Identify which comprehension strategies they use when reading independently</td>
<td>Use context to determine word meanings</td>
<td>Use “Stop and Ask Questions” as they read and share</td>
<td>Reflect on the students' growth as writers</td>
<td>Analyze and evaluate writing</td>
<td>Synthesize through discussion and note-taking</td>
<td>Use discussion prompts in pairs</td>
<td>Use context to help them make sense of narrative text, poetry, and drama</td>
<td>Revisit the year and set the stage for the next year</td>
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<td>• Ask and/or write questions about the topics of their novels:</td>
<td>• Analyze the effect of their behavior on the community</td>
<td>• Make inferences to make sense of novels they read</td>
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<td>• Explore narrative text structure through discussions of the Garden by Michael Morpurgo. They also discuss the importance of expressing their opinions</td>
<td>• Discuss the importance of expressing their opinions</td>
<td>• Use context to help them make sense of narrative text, poetry, and drama</td>
<td>• Form opinions and find evidence as they read</td>
<td>• Use “Stop and Ask Questions” as they read and share</td>
<td>• Use context to help them make sense of narrative text, poetry, and drama</td>
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<td>• Think about and discuss how their novels end</td>
<td>• Use context to help them make sense of narrative text, poetry, and drama</td>
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<td>• Reflect on the students' growth as writers</td>
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<td>• Think about causes and effects as they read</td>
<td>• Use context to help them make sense of narrative text, poetry, and drama</td>
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<td>• Read independently for up to 30 min.</td>
<td>• Use context to help them make sense of narrative text, poetry, and drama</td>
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**Making Meaning Scope and Sequence Grade 6**

1. **Unit 1: The Reading Community**
   - Focus: Spacing/Reduction
   - Activities: Nonsense Spots from the F F Czar to Son by Charles A. Lenski
   - Students will learn to:
     - Understand the main ideas and details of a text
     - Use “Stop and Ask Questions” as they read and share

2. **Unit 2: Using Text Features**
   - Focus: Spacing/Reduction
   - Activities: Understanding the main ideas and details of a text
   - Students will learn to:
     - Identify which comprehension strategies they use when reading independently

3. **Unit 3: Questioning**
   - Focus: Spacing/Reduction
   - Activities: This is how I know
   - Students will learn to:
     - Ask and/or write questions about the topics of their novels

4. **Unit 4: Analyzing Text Structure**
   - Focus: Spacing/Reduction
   - Activities: “Our Country” and “Our World”
   - Students will learn to:
     - Discuss the importance of expressing their opinions

5. **Unit 5: Making Inferences (1)**
   - Focus: Spacing/Reduction
   - Activities: “The Key to the Ring”
   - Students will learn to:
     - Form opinions and find evidence as they read

6. **Unit 6: Making Inferences (2)**
   - Focus: Spacing/Reduction
   - Activities: “Mother to Son”
   - Students will learn to:
     - Use context to help them make sense of narrative text, poetry, and drama

7. **Unit 7: Differentiating Important Ideas and Organizing**
   - Focus: Spacing/Reduction
   - Activities: “Use discussion prompts in pairs”
   - Students will learn to:
     - Use discussion prompts in pairs

8. **Unit 8: Synthesizing**
   - Focus: Spacing/Reduction
   - Activities: Revisit the year and set the stage for the next year
   - Students will learn to:
     - Revisit the year and set the stage for the next year

9. **Unit 9: Revisiting the Reading Community**
   - Focus: Spacing/Reduction
   - Activities: Reflect on the students’ growth as writers
   - Students will learn to:
     - Reflect on the students’ growth as writers

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Students will:

- Express interest in and appreciation for one another’s writing
- Give feedback in a helpful way
- Write independently for 30 minutes

Skill: Organizing Information

Students will:

- Organize the information so that directions make sense, are accurate, and include all of the information needed
- Use transitional words and phrases
- Select any nonfiction topic to research and write about
- Use transitional words and phrases
- Evaluate the credibility of sources
- Employ facts, examples, precise language, and details
- Use specific language and details
- Include labeled diagrams in their directions
- Use transitional words and phrases
- Use specific language and details
- Explore different ways to communicate information
- Identify sources correctly in a bibliography
- Use transitional words and phrases
- Explore the genre, including accuracy, clarity, and completeness.
- Explore pronoun antecedents and noun-pronoun agreement (Lesson 10)
- Anticipate and solve problems that arise in their work together
- Use transitional words and phrases
- Use specific language and details
- Identify audience and purpose for functional writing
- Write independently for 30 minutes
- Work with new partners
- Use their notes to write coherently about their topics
- Use transitional words and phrases
- Make revisions that make sense and improve their writing
- Use transitional words and phrases
- Identify sources correctly in a bibliography
- Use transitional words and phrases
- Evaluate the credibility of sources
- Employ facts, examples, precise language, and details
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- Use transitional words and phrases
- Explore the genre, including accuracy, clarity, and completeness.
<table>
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<tr>
<th>Argumentative Writing</th>
<th>Poetry</th>
<th>Revisiting the Writing Community</th>
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<tbody>
<tr>
<td>Students will:</td>
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<tr>
<td>• Write a thesis that supports a claim</td>
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<td>• Identify and narrow research focus</td>
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<td>• Conduct research and verify sources</td>
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<td>• Organize their essays into paragraphs</td>
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<td>• Recognize and correct run-on sentences and fragments</td>
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<td>• Use consistency in style and tone</td>
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<td>• Clearly state a claim early in the essay and give several reasons to support the claim</td>
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<tr>
<td>• Use transitional words and phrases and use a formal writing style</td>
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<tr>
<td>• Employ facts, examples, and quotations that support claims</td>
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<tr>
<td>• Explore punctuating dialogue (Lesson 27)</td>
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<td>• Conclude the essay by restating or revisiting the claim</td>
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**Weeks**

- "Losing Is Good for You"
- "The Minimum Driving Age Should Be Raised"
- "Why Parents Should Push Their Kids to Play Team Sports"
- "Sleep Deprivation and Teens: 'Walking Zombies'"
- "Bring Naps, recess, and the Arts Back to School!"
- "Pencils"
- "April Rain Song"
- "Bull snake rattle"
- "Smells"
- "Poet Quotes: What Is Poetry?"
- "Do Not Raise the Driving Age to 18"
- "Why Parents Should Push Their Kids to Play Team Sports"
- "Sleep Deprivation and Teens: 'Walking Zombies'"
- "Bring Naps, recess, and the Arts Back to School!"
- "Pencils"
- "April Rain Song"
- "Bull snake rattle"
- "Smells"
- "Poet Quotes: What Is Poetry?"

**Skill Practice Teaching Guide**

- Students learn to identify, analyze, and support their claims and supporting evidence.
- They also learn to cite sources correctly in a bibliography, such as citing sources, sorting or paraphrasing information, and correct the spelling and punctuation.

**Student Success**

- Students will:   
  - Write independently for 30 min.
  - Write letters to next year’s class about their experiences in the classroom.
  - Reflect on their growth as writers and as community members.

**Writing Community**

- Students will:   
  - Write independently for 30 min.
  - Write letters to next year’s class about their experiences in the classroom.
  - Reflect on their growth as writers and as community members.

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