

6th Grade Unit Plan – Delta Institute Lab Classroom 2013

Teacher: Sarah Swenson

Unit Questions:

Throughout the unit, students will engage with texts and writing that allow them to consider and form strong opinions to the following questions:

- What makes us who I am?
- How have & do my experiences and relationships shape who I am and who I want to become?
- How can challenges & the way in which I respond to them shape who I am/who I want to become and help me make the life and future I want for myself?

Unit Vision/Goal:

We'll strive for the following goals:

- All students to **produce at least one response to a focus question at a level 3** (on a 4-point scale) by the end of the summer, as well as concretely articulate how they've improved as writers over the summer.
- All students will earn **8 points in independent reading** (which is the equivalent to reading two novel-length books) and articulate the types of books they like to read best and why.
- All students to be able to **articulate how the stories from the summer (that they read with the class, that they read independently, that they heard from their classmates, and that they heard from their families) contribute to the "onion" of who they are and "feed" their hearts and souls** through the culminating "onion" project.

Unit Context:

This unit aims to provide a more holistic experience for students than units we've included in institute materials in the past. While our central goal is to develop their skills as readers, writers, and critical thinkers who can analyze and respond thoughtfully and logically to grade-appropriate texts, the unit also includes time for teacher & students to focus on the additional components of building a classroom community and culture that truly give students a true opportunity to develop and thrive. As such, we've incorporated time into the unit plan for the following things:

- Building investment in vision & goals in real & concrete ways
- Relationship-building between teacher & students (through personal writing, reading & sharing)
- Building expectations for collaborative work and time & space for students to build relationships with peers
- Building expectations and basic habits of good readers & writers (if students need support in these area)
- Independent reading during the instructional block
- Opportunities for student reflection on both academic (related to their reading, writing & analysis skills) & personal growth (related to the unit questions & their shifting perspectives)

What outcomes do we want to see?

Area of Focus	By the end of Week 1...	By the end of Week 4...
Investment in Vision & Goals	<ul style="list-style-type: none"> Students can concretely describe their goals as independent readers & why they matter. Students can concretely describe the type of writing they aim to produce by the end of the unit (e.g., characteristics, what makes it strong, etc.) and what, specifically, they will focus on to do this over the next few weeks. Students can concretely describe the personal goal they are working toward over the summer, and how it connects to the texts they'll read & writing they'll do. 	<ul style="list-style-type: none"> Students reflect on their growth as independent readers (both in terms of how they feel about reading/ why and what they've accomplished as readers/ why) & concretely describe what this makes them want to do next year/ how this will help them meet goals. Students reflect on their growth as readers, critical thinkers & writers by comparing their EOU writing with their BOU writing, determining where they've grown on the rubric, why, and what this leads them to want to do next year/ how these skills will help them meet future goals.
Relationship-building between teacher & students	<ul style="list-style-type: none"> Students can concretely articulate what the teacher values, what motivates him/her, and what matters most in his/her life through the writing, personal reflections/anecdotes, and pictures that the teacher shares. Teachers can concretely articulate one thing that is important to each student and how they feel about reading/writing & why. 	<ul style="list-style-type: none"> Students feel a sense of true camaraderie and partnership with the teacher, and want to stay in contact with the teacher in the future because of the trusting, supportive, and loving relationship they have built.
Expectations for collaboration/ building peer relationships	<ul style="list-style-type: none"> Students demonstrate the ability to meet expectations & follow procedures when working collaboratively with peers. Students can articulate why they are working with peers and how this helps them process or build upon their thinking/understanding. 	<ul style="list-style-type: none"> Students are able to work collaboratively with increased independence & joy. Students ask each other questions (without prompting by the teacher), push each other's thinking, and are able to drive to outcomes in ways that allow all students to contribute and feel supported. Students enjoy working with peers – all peers – because they feel a sense of partnership/ community with their classmates.
Habits of good readers & writers	<ul style="list-style-type: none"> Students demonstrate key basic reading & writing habits like: basic text annotation to support active reading, how to read & work effectively with others, getting my pen to paper quickly when writing 	<ul style="list-style-type: none"> Students demonstrate key basic reading & writing habits focused on during the summer with automaticity (e.g., not teacher prompted) and can explain why/ how these strategies helped them as readers/ writers.
Independent Reading	<ul style="list-style-type: none"> Students have chosen books that they can & want to read Students have set individual goals for their summer reading Students understand their class-goal for independent reading & can describe why this goal matters for them personally/how they'll get there 	<ul style="list-style-type: none"> Students have met their independent reading goals (or, in cases where they have not met the goal, they can articulate why and demonstrate the growth they've made as a reader). Students have at least one book that they've enjoyed over the course of the summer, and can use this experience to help them choose books they will want to read after summer school. Students express a desire to continue reading & can explain why this matters for their personal goals.
Student reflection on academic &/or personal growth	<ul style="list-style-type: none"> Students have written & shared their reflections to the unit questions and are excited to engage with these questions as they work through the unit. Students have written their first text-based response so that they can ultimately compare this to their final response at the end of the unit to describe their growth. 	<ul style="list-style-type: none"> Students have written & shared their reflections to the unit questions that are deepened and more sophisticated/nuanced <i>because of</i> their experiences with the texts that they read this summer. They are excited to see how they're perspective has changed or become clearer. Students have compared their end of unit text-based responses both against the rubric & their first response to concretely describe the growth they've made and where the will continue to focus in the coming school year. They are excited to see this growth, feel proud, and have evidence that they are capable of reaching goals.

Unit Texts

- “Eleven” by Sandra Cisneros
- “Thank You, M’am” by Langston Hughes
- “Important Strangers” by Leslie Guttman – nonfiction, personal essay from *This I Believe* project: <http://thisibelieve.org/essay/76927/>
- “The Circuit” by Francisco Jiménez
- Nonfiction texts related to “The Circuit”
 - Excerpts from: “Children at Work: A glimpse into the lives of child farmworkers in the United States” – a report from Association of Farmworker Opportunity Programs: <http://afop.org/wp-content/uploads/2010/07/NC-Blueberry-Photo-Booklet-2009.pdf>
 - “Young Migrant Workers Toil in U.S. Fields” – Scholastic news article: <http://www.scholastic.com/browse/article.jsp?id=5426>)

Note: This unit plan does not include specific places for students to take stock of & monitor their progress ongoing. We believe this is a must-have in any unit, but that this can take many different forms or shapes (e.g., you may use part of a writing block on one day to have students review writing and compare it to writing from the previous week & rubric to celebrate progress & narrow focus for revisions; you may use part of an independent reading block to have students share their reflections about the book they’re reading and how that may have changed their perception of themselves as readers; you may take time after a text to bring students back to the unit questions through a post-reading activity, etc.). Given this, we did not include specific places for this within the unit, but this is something that we want you to consider & make transparent in your lesson plans.

Unit Calendar At-a-Glance¹

Monday	Tuesday	Wednesday	Thursday	Friday
June 17	18	19	20	21
<ul style="list-style-type: none"> • Textual analysis: SWBAT read a teacher-written memory (written in style of “Eleven”) and make inferences about what the teacher values & is motivated by (40) • Writing: Response to teacher, likely letter format (20) • Independent Reading (20) 	<ul style="list-style-type: none"> • Textual Analysis: “Eleven” Day 1: SWBAT characterize the narrator by using details from the text that describe how she thinks, acts & feels (40) • Writing: Personal response to “Eleven,” e.g. students consider how they would feel if they were Rachel and what they would do in her shoes(20) • Independent Reading (20) 	<ul style="list-style-type: none"> • Textual Analysis: “Eleven” Day 2: SWBAT interpret & discuss key similes from the text and explain how they convey the text’s theme (45) • Writing: Personal vignette/ snapshot memory of themselves at a particular age in style of “Eleven” that reveals what matters to them, values, motivations (20) • Independent Reading (15) <p>NOTE: Diagnostics could</p>	<ul style="list-style-type: none"> • Textual Analysis & Writing: Introduction to Unit Questions through the Story Project, in which students are invited to interview family members about situations they’ve encountered that are similar to those our characters experience. (60) • Independent Reading (20) 	<ul style="list-style-type: none"> • Textual Analysis: “Eleven” Day 3: SWBAT analyze a strong text-based response to “Eleven” to determine what they are working to achieve as writers this summer & what they will need to do to get there. This will include setting & investing students in the textual analysis goal they will work toward. (40) • Writing: Personal vignette/ snapshot memory of themselves at

¹ Each day within in the unit includes the areas of focus for the day (e.g., textual analysis, writing, independent reading, vocabulary, etc.) and the estimated time students will spend engaging in those areas in parenthesis. Each day is timed for 80 minutes to account for 10 minutes of flex time.

		either fit here during the Writing/IR time or they could fit on Thursday if we shorten the activity to intro the unit questions.		a particular age in style of "Eleven" that reveals what matters to them, values, motivations (20) <ul style="list-style-type: none"> Independent Reading (20)
24 <ul style="list-style-type: none"> Textual Analysis: "Thank You, "M'am" Day 1: SWBAT describe how the two main characters – Roger & Mrs. Luella Bates Washington Jones – are indirectly developed through their descriptions, actions, & dialogue (45) Writing: Students write daily focus question response (20) Vocabulary Block (15) 	25 <ul style="list-style-type: none"> Textual Analysis: "Thank You, "M'am" Day 2: SWBAT continue to characterize Mrs. Jones by noting her descriptions, actions & dialogue, and use text evidence to explain why Mrs. Jones acts the way she does toward Roger (40) Writing: Mini-lesson & focus question response, either revising from yesterday or applying to today (20) Independent Reading (20) 	26 <ul style="list-style-type: none"> Textual Analysis: "Thank You, M'am" Day3: SWBAT discuss how the author uses Roger as a dynamic character, and his relationship with Mrs. Jones, to reveal the text's theme (40) Writing: Mini-lesson & CFQ response (25) Vocabulary Block (15) 	27 <ul style="list-style-type: none"> Textual Analysis: "Important Strangers" Day 1 (nonfiction, <i>This I Believe</i> essay): SWBAT discuss the bond that forms between the two women in "Important Strangers," why this is surprising, and what this leads the author/narrator to believe (40 minutes) Writing: Personal response writing to connect to text (20) Independent Reading (20) 	28 <ul style="list-style-type: none"> Textual Analysis: "Important Strangers" Day 2: SWBAT compare the way in which the author & narrator of "Important Strangers" is similar to Mrs. Jones in "Thank You, M'am" and discuss the ways in which both texts reveal how our experiences with others can impact our identity (40 minutes) Writing: Mini-Lesson & CFQ that compares themes across texts (20 min) Independent Reading (20 minutes)
July 1 <ul style="list-style-type: none"> Textual Analysis: Non-fiction artifacts from "Children at Work: A glimpse into the lives of child farmworkers in the United States" to build schema on migrant workers: Day 1: SWBAT use facts, first-hand accounts & photographs to make inferences and build context about the 	2 <ul style="list-style-type: none"> Textual Analysis: "The Circuit" Day 1: <ul style="list-style-type: none"> SWBAT connect background knowledge of the life of migrant workers to explain the first challenge Panchito and his family face SWBAT describe Panchito's 	3 <ul style="list-style-type: none"> Textual Analysis: "The Circuit" Day 2: <ul style="list-style-type: none"> SWBAT identify and describe how the author uses descriptive language to highlight the new struggles and challenges facing Panchito and his family 	4 <p style="text-align: center;">JULY 4th Holiday</p>	5 <ul style="list-style-type: none"> Textual Analysis: "The Circuit" Day 3: <ul style="list-style-type: none"> SWBAT continue to identify and describe how the author uses descriptive language to show Panchito's struggle with challenges facing him as a migrant worker child, as well

<p>life of migrant farm workers (45)</p> <ul style="list-style-type: none"> • Writing: Mini-lesson & focus question response (20) • Vocabulary Block (15) 	<p>emotional reaction to this first challenge, as well as the actions the family takes to respond to it (40)</p> <ul style="list-style-type: none"> • Writing: Mini-lesson & focus question response (20) • Independent Reading (20) 	<ul style="list-style-type: none"> ○ SWBAT describe the actions the family takes to respond to these struggles & challenges (45) <ul style="list-style-type: none"> • Writing: Mini-lesson & focus question response (20) • Vocabulary Block (15) 		<p>as how Panchito tackles those challenges</p> <ul style="list-style-type: none"> ○ SWBAT how the story's structure conveys the theme that though life is continuously challenging for Panchito and his family, they will always be able to endure (45) <ul style="list-style-type: none"> • Writing: CFQ response (20) • Independent Reading (15)
<p style="text-align: right;">8</p> <ul style="list-style-type: none"> • Textual Analysis: "Young Migrant Workers Toil in U.S. Fields" Day 1: SWBAT summarize the real-life challenges that Santos & Dora face as migrant workers, why these challenges are hard to combat and overcome, and the ways in which organizations are aiming to combat this cycle of poverty (45) • Writing: Mini-lesson & focus question response (20) • Vocabulary Block (15) <p>Day 2: SWBAT make a claim about how the challenges that we face - and the ways in</p>	<p style="text-align: right;">9</p> <ul style="list-style-type: none"> • Textual Analysis: "Young Migrant Workers Toil in U.S. Fields" Day 2: SWBAT make a claim about how the challenges that we face - and the ways in which we respond to them - can shape the type of people we become & give us ownership over our lives in the future by providing textual evidence from Panchito's actions/thoughts in "The Circuit" and Santos actions/thoughts in "Young Migrant Workers" (45) • Writing: CFQ response (20) • Independent Reading (20) 	<p style="text-align: right;">10</p> <ul style="list-style-type: none"> • Textual Analysis: <ul style="list-style-type: none"> ○ SWBAT compare and contrast their BOU focus question response from "TYM" with their EOU focus question response from "Migrant Workers" and concretely describe the progress they've made as readers & writers, why this progress matters, and where they will continue to focus in the coming year ○ SWBAT revisit the unit questions and consider how their perspective has 	<p style="text-align: right;">11</p> <p style="text-align: center;">FLEX DAY <i>(Use as needed for texts that run over time estimated, scheduling/school issues, etc.)</i></p>	<p style="text-align: right;">12</p> <p style="text-align: center;">FLEX TIME <i>(Use as needed for texts that run over time estimated, scheduling/school issues, etc.)</i></p>

<p>which we respond to them - can shape the type of people we become & give us ownership over our lives in the future by providing textual evidence from Panchito's actions/thoughts in "The Circuit" and Santos actions/thoughts in "Young Migrant Workers."</p>		<p>changed or developed as a result of the texts they've read, writing they've done, and discussions they've had throughout the summer (60)</p> <ul style="list-style-type: none">• Independent Reading – progress/goal reflection & understanding self as reader (20)		
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