

**Link Community Charter School**  
**Grade 6 ELA: Readers Workshop Scope and Sequence**

Time line	Unit Description/ Topic	Standards: CCCS	Essential Questions	Content: What will students know?	Skills: What will students be able to do?	Resources
Q1	Launching Reading Workshop with Book Clubs	RL6.1, RL6.2, RL6.3, RL6.4, RL6.5, RL6.6, RL6.10 W6.1, W6.9a SL6.1, SL6.3, SL6.4 L6.1, L6.3, L6.6	How can I use the strategies and tools I have learned in Reader’s Workshop to become a stronger reader? What strategies can I use to make reading more enjoyable and to look for the important ideas in the story? How can conversations with my partner about our reading make us stronger readers?	Readers take control of their reading lives and use all the tools and strategies they have accumulated and make smart decisions to become stronger readers. Readers read closely to become engaged in their story and also look for the bigger ideas that run through their story. Reader’s use their writing about reading to support discussions with their partners as they explore the big ideas in their books.	Choose books wisely, thinking not only about level, but also about topics, genres, and authors in which they are interested. Record reading on reading logs and use the data to think about themselves as a reader. Set goals for themselves based on what they know about themselves as readers. Retell what they have read to themselves and others. Envision and describe the setting, characters, and events in stories. Choose and utilize a variety of strategies to overcome difficult text. Write short about their reading using Postit notes and/or reading journals. Write long about their reading in their journal to think deeply about their ideas. Discuss their books with clarity and passion when speaking to their partners.	Read-aloud/Mentor Texts Thanks You M’am by Langston Hughes Classroom Library Leveled Independent Reading Books of various genres Suggested Texts and Booklists Available on the TCRWP website: <a href="http://readingandwritingproject.com/resources/classroom-libraries.html">http://readingandwritingproject.com/resources/classroom-libraries.html</a>

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Q2	Text Complexity/Nonfiction	RI6.1, RI6.2, RI6.3, RI6.4, RI6.5, RI6.6, RI6.8, RI6.10, W6.9b, SL6.1, SL6.3, SL6.4, SL6.5, L6.4, L6.5, L6.6	How do nonfiction readers identify the overall point of view in a text? How can readers become objective and critical in their stance, rather than just accepting whatever information they encounter in a printed or online text?	By keeping track of ideas introduced in the text, readers can look across those ideas to determine how they fit together and whether they represent a single main idea or several main ideas that are introduced at different parts of the text. Readers need to recognize when an author is stating an opinion, rather than a fact. To determine the accuracy of that opinion, readers look closely at the events and examples that are included to determine whether they support the claim the author has made.	Teach what he/she has learned to a partner, using pictures in the text, voice, gestures, and role-playing. Ask questions based on the information encountered and infer possible answers using what was read earlier in the text. Discuss personal reactions with a partner. Categorize information into main ideas and supporting details. Critically examine an author's point of view and analyze how well the author supported it. Formulate theories about characters in narrative nonfiction Identify narrative nonfiction as a story of achievement or of disaster and use the predictable pattern to support their reading. Create boxes-and-bullets	Units of Study
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Q3	Researching Debate Based Issues	RI6.1, RI6.3, RI6.4, RI6.5, RI6.6, RI6.7, RI6.8, RI6.9, RI6.10 W6.8, W6.9 b SL6.1, SL6.3, SL6.4, SL6.5 L6.1, L6.3, L6.4, L6.5, L6.6	How do readers get the most from their research? How do I know what a non-fiction text is really telling me?	Readers work with others to research topics they are interested in and develop their own hypotheses about the topic and are able to defend their ideas. Readers read critically to develop their own ideas knowing that any author has biases and motives and writes to convey them.	Use previously learned strategies when reading non-fiction material. Develop a plan for the path of their research. Collaborate with group members to develop their plan for their research. Use new technical vocabulary related to their research topic. Identify the feeling an author is trying to convey in their writing. Identify an author's bias or motivation. Compare two authors' points of view on the same topic. Develop ideas and theories about topics. Teach others about their topic.	Units of Study Read-aloud/Mentor Texts You may want to choose a topic and text set that is more complex and shows students the higher levels they will aim for or a more accessible topic and text set that you can turn over to a group in need of support and then use the conferences to extended the work of the higher readers.
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Q4	Fantasy Book Clubs	RL4.1, RL4.2, RL4.3, RL4.4, RL4.5, RL 4.6, RL 4.7, RL4.10 RF4.3, RF 4.4 W4.1, W4.9a SL4.1, SL4.2, SL4.3, SL4.4, SL4.6 L4.1, L4.3, L4.4, L4.5, L4.6	How can I effectively participate in book clubs? How do I take information from both character and personal timelines and integrate them to determine important events in various plotlines? What strategies can I use to understand the assigned genre? How can I understand complex story lines and make sense of genre features (for example: magic, supernatural creatures, and historical context, etc.)?	Readers follow established routines and support members of their book clubs Good readers use a variety of information and various timelines to determine and explain important events. Good readers share what they have learned with others in a variety of ways. Readers use the context of the book to understand character behaviors and events Readers develop a suspension of disbelief	Identify setting and theme of story Identify events which occur to each character within the story Summarize events and identify plotlines within the story (oral and written) Identify main idea and details and how they affect characters actions (oral and written) Use questioning to explain events and details from the text Identify and record quotes from the text to support understanding and plotlines Compare and contrast the various characters and identify how each responds to various situations and events Collect details and examples from a text to show examples of various narrative elements used within that specific genre Summarize details from the text to show how a characters	Units of Study for Teaching Reading Common Core State Standards Appendix B: Text Exemplars and Sample Performance Tasks <a href="https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf">https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf</a>
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