

Time: _____

The

Course Organizer

Student:

Course Dates:

① THIS COURSE:

6th Grade Language Arts

is
about

writing about what I read.

② COURSE QUESTIONS:

1. How does the plot of a text support the development of the theme?
2. How does the perspective (POV) of the text impact plot development?
3. How would you describe the stages of the writing process?
4. How do interactions between ideas, events and individuals move along central idea development?
5. How can being able to trace an argument help you write a stronger argument?
6. How do different media or genres represent themes differently?
7. How is the narrator developed by analyzing a sentence, chapter, scene or stanza?

③ COURSE STANDARDS:

<i>Proficiency</i>	<i>Criteria</i>	<i>Value</i>
Extending	Scale Level 4	10/10
Mastery	Scale Level 3	9/10
Approaching	2/3 Level 2	8/10
Progressing	1/3 Level 2	7/10
Inprogress	Less 1/3 Level 2	6/10
No Atonomy	Level 1	5/10
No Evidence	No Evidence	4/10

COURSE PROGRESS GRAPH

[illegible]

	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	8	9	1	2	
	Reading										Reading Writing									
Informational																				

COURSE MAP

This course:

6th Grade Language Arts

Student:

includes

⑥ COMMUNITY PRINCIPLES

Voice
Choice
Justification
Elaboration
Respect
Forgiveness
Kindness

⑦ LEARNING RITUALS

Google Book	TextDependent	Scale/Reflection
Interactive	Questions	Course
Notebook	Feedback	Organizer
Foldables	UnitOrganizer	I do, You do, Yall
Cornell Way	Frame	do, You do
Processing	Concept Mastery	

⑧ PERFORMANCE OPTIONS

Writing
Drawing
Presentation
Project

④ CRITICAL CONCEPTS

Evidence	Inference	Elaboration
Justification	Analyze	
Perspective	Contrast	
Interactions	Theme	
Valid/Reliable	Bias	

⑤ Learned in these UNITS

Lessons
Learned

Informative
Writing

People vs.
Animals

Argument
Writing

Mythology

Decisions that
Matter

The Unit Organizer

4 BIGGER PICTURE

NAME _____
DATE _____

2 LAST UNIT /Experience
Social Skills/
Class Processes

1 CURRENT UNIT
Lessons Learned thru Literature

3 NEXT UNIT /Experience
People vs. Animals thru
Nonfiction

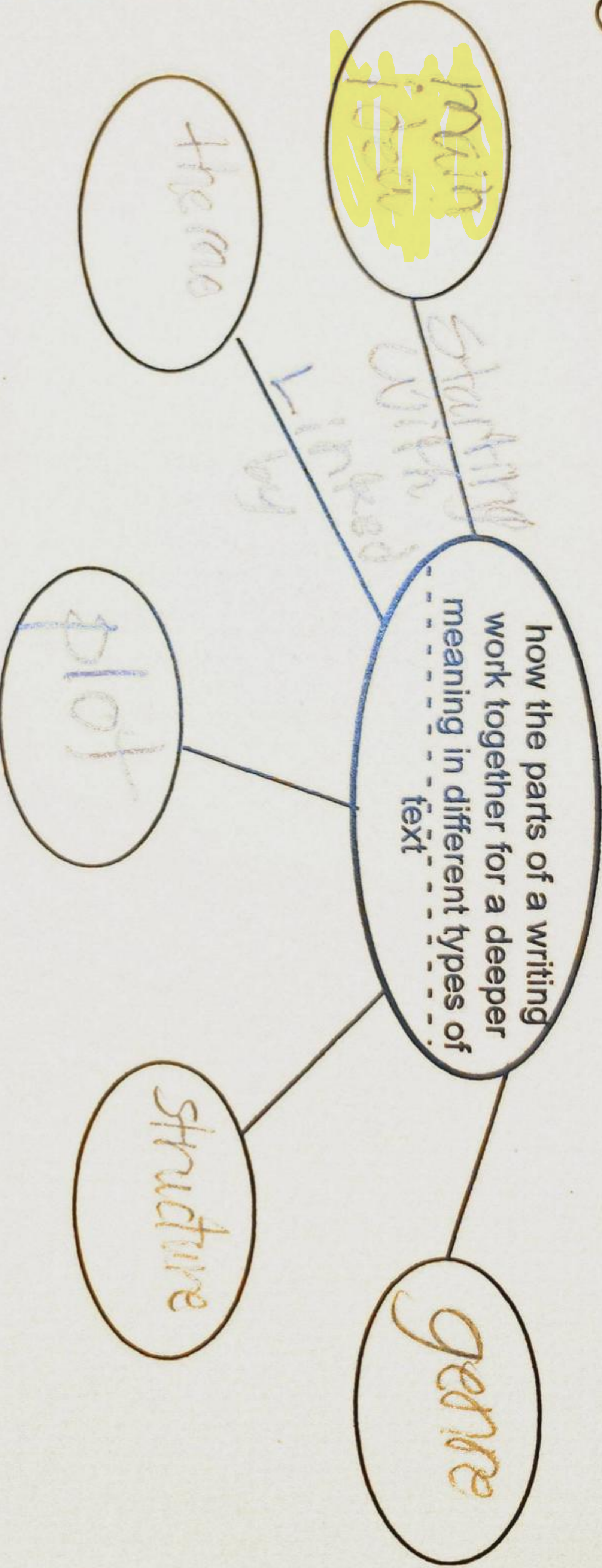
Understanding What I Read

Is about...

3 UNIT SCHEDULE

5 UNIT MAP

Main idea!!
Theme!!



UNIT SELF-TEST
QUESTIONS

RELATIONSHIPS

UNIT

The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...

how the parts of a writing
work together for a deeper
meaning in different types of
text

main idea

has

topic part

Evidence

there

framing
characters
structure
word choices

notes
p. 9.4

review
p. 10

use notes
p. 6

use
p. 10

NEW
UNIT
SELF-TEST
QUESTIONS

10

CONCEPT DIAGRAM

3 Key Words

1 CONVEY CONCEPT

2 OFFER OVERALL CONCEPT

3 NOTE KEY WORDS

4 CLASSIFY CHARACTERISTICS

Always Present

Sometimes Present

Never Present

Supports your claim

Sometimes Present

Never Present

cite - where it comes from summary

thoughts/feelings

comes from text

paraphrase

opinion

direct = easy to find

irrelevant

indirect = hard to find

5 EXPLORE EXAMPLES

Examples:

Nonexamples:

Quote

"The wolf had a sack full of sugar."

Summary

The wolf said he ate the second pig.

Paraphrase

In the story the three little pigs throw the wolf (Alexander the wolf).

6

PRACTICE WITH NEW EXAMPLE

7

TIE DOWN A DEFINITION

Textual evidence is part of writing that always supports your claim, it is cited and comes from text.

Reading characters
writing essay
first 48