

# ELA UNIT: Author Study – Gary Soto

UNIT: Gary Soto

TIME FRAME: 8 – 10 weeks

Grade: 6

**Unit Summary and Rationale:** This unit aligns with the instructional shifts in the Common Core Standards in ELA. An author study is one of the instructional tools that supports student in understanding that books can be a source of entertainment, information, and guidance. Students learn about an author as an individual and become familiar with the themes, style, and worldview expressed in the author’s work.

**Unit Connection College and Career Ready Descriptions:**

- Students will demonstrate independence.
- Students will value evidence.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will develop an understanding of other perspectives and cultures.

**Unit Standards: refer to common core standards – see last page**

Reading	Writing	Speaking and Listening	Language
<p><b>Reading Standard Literary Text</b></p> <p>6.1 6.2 6.3 6.4 6.5 6.6 6.9</p>	<p><b>Writing Standard</b></p> <p>6.2 (a,b,c,d,e,f)</p>	<p><b>Speaking and Listening Standard</b></p> <p>6.1</p>	<p><b>Language Standards</b></p> <p>6.1 6.2 6.3 6.4 6.5 6.6</p>

Essential Questions/Learning Objectives	Big Ideas/Expected Learning
1. How can students use their previous learning and background knowledge and apply these to new learning?	<ul style="list-style-type: none"> <li>Use elements of a story and theme to make connections between the life and work of Gary Soto.</li> </ul>
2. How will students use vocabulary, word study, functional language, grammatical structures, and expressions to develop observable language skills?	<ul style="list-style-type: none"> <li>Practice the thinking strategies embedded in the Common Core Standards for Reading and Writing while reading literary texts.</li> </ul>
3. How can students use sentence frames, target words, pronunciation guides, and a glossary to develop language skills?	<ul style="list-style-type: none"> <li>Write informally and regularly about their insights into literature and to substantiate their insights by referring explicitly to the texts that they read.</li> </ul>

Learning Tasks:			
Reading Tasks	Writing Tasks	Discussion Tasks	Language/Vocabulary Tasks
<ul style="list-style-type: none"> <li>Read deeply in the works of a single author</li> <li>Respond to texts in a reader's notebook</li> <li>Participate in literature circles</li> <li>Read fictional and informational text</li> <li>Analyze how a setting shapes a story</li> <li>Summarize</li> <li>Prepare to engage in a book talk</li> <li>Read to compare works by a single author</li> <li>Analyze characters</li> <li>Make predictions about characters and events</li> </ul>	<ul style="list-style-type: none"> <li>Respond to texts in a reader's notebook</li> <li>Write a literary analysis</li> <li>Prepare book talks</li> <li>Analyze characters</li> <li>Write a literary analysis with text-based evidence</li> <li>Write a paper comparing works by the same author</li> </ul>	<ul style="list-style-type: none"> <li>Respond to texts during class discussion</li> <li>Participate in literature circles</li> <li>Relate an author's life to his work</li> <li>Analyze how a setting shapes a story</li> <li>Summarize</li> <li>Present book talks</li> <li>Compare works by an author</li> <li>Analyze characters</li> <li>Make predictions about characters and events</li> </ul>	<ul style="list-style-type: none"> <li>Respond to texts in a reader's notebook</li> <li>Participate in literature circles</li> <li>Summarize</li> <li>Present book talks</li> <li>Compare works by an author</li> <li>Analyze characters</li> <li>Make predictions about characters and events</li> </ul>

**Assessments:**

DIAGNOSTIC	FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"><li>- Pre-Assessment</li><li>- Weekly Writing Prompts</li></ul>	<ul style="list-style-type: none"><li>- Journal entries</li><li>- Conferencing</li><li>- Exit slips</li><li>- On-demand writing</li><li>- Quick writes</li></ul>	<ul style="list-style-type: none"><li>- Post Assessment</li></ul> <p><i>See study</i></p>

**Text(s) Selections:**

Accidental Love (multiple copies), The Afterlife (multiple copies) Baseball in April and A Fire in My Hands (class sets)  
Crazy Weekend (multiple copies),  
Mercy on These Teenage Chimps (multiple copies)  
Novio Boy: A Play (class set)  
Pacific Crossing (multiple copies)  
Taking Sides (multiple copies)  
Gary Soto Author Study – Online Resource Packet

**• Notes:**

- **Pay close attention to” notes to teacher” and “lesson adaptation” – information given is crucial to understanding lesson.**
  - **Read lessons ahead to prepare – paying close attention to prep section. Often materials need to be created before the start of lesson.**
  - **You may want to enlarge (and put on document camera) sentence frames within “lesson adaptation” to use with students.**
  - **Many lessons are long and involved and will need more than one day to complete.**
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- **Include editing lessons within the study as appropriate.**
  - **You may have to jigsaw discussion questions in order to cover all questions.**
  - **Homework involves bringing books home – may need to incorporate into class time.**
  - **You may want to enlarge (and put on document camera while reading) Spanish vocabulary or discuss prior to reading.**
  - **Be mindful of classroom organization as a lot of discussion and sharing is embedded in the lessons.**

Reading Standards Literary Text	Writing Standards	Speaking and Listening Standards	Language Standards
<p><i>Key Ideas and Details</i></p> <p><b>6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>6.2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>6.3.</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</p> <p><b>6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>a.</b> Explain how an author’s geographic location or culture affects his or her perspective.</p> <p><b>6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><i>Key Ideas and Details</i></p> <p><b>6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented</p>	<p><i>Key Ideas and Details</i></p> <p><b>6.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p>	<p><i>Key Ideas and Details</i></p> <p><b>6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p><b>6.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p><b>6.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p> <p><b>6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word</p>

			<p>or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p><b>6.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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