

Grade Level: 6	Trimester 1	Length_ 12 weeks
<p>Unit 1 – PERSEVERANCE</p> <p>NEED TO CHECK THE TITLES OF SHORT STORIES WE USED IN STORY MAPPING</p>		
<p>Unit Overview</p> <p>How does perseverance lead to accomplishment? What are the common attributes among fictional and non-fictional characters that persevere? In this unit, students will read poetry, short stories, and informational text to identify examples of words and actions that demonstrate perseverance. They will study the theme of perseverance through poems. They will also read the historical fiction book, <u>A Long Walk to Water</u> to encounter examples of characters who overcame immense odds through perseverance. They will connect those examples to their own experiences and to other characters in literature.</p>		
<p>Focus Standards</p> <p>Bold = assessment included</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.</p> <hr/> <p>6.2. 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> <hr/> <p>6.3. 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> <hr/> <p>6.4. 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> <hr/> <p>6.5. 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> <hr/> <p>6.6. Explain how an author develops the point of view of the</p>		

narrator or speaker in a text.

6.9 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.

NEED TO ADD INFORMATIONAL TEXTS AND STANDARDS

W. 6.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

W. 6.

6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 65.)

6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL

6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- 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.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Overarching Standards:

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.

6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.*
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- 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.*

6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- b. Spell correctly.

6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.*
- b. Maintain consistency in style and tone.*

6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

- 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 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).

6.5. Demonstrate understanding of figurative language, word

relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

6.6. 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.

Key Understandings to Explore

Students will understand that

Perseverance leads to accomplishment.
 Everyone can develop the qualities needed to persevere.
 Certain universal attributes lead to success.
 We learn things about ourselves through characters in literature.

Essential Questions for thought, discussion, and collaboration

To what extent do specific qualities enable a person to persevere?
 How does a character’s perseverance affect the character’s development and the outcome of the situation?
 To what extent is perseverance a desirable quality?
 Why is it so difficult to persevere?

Declarative and Factual Knowledge (Recall, memorize, define)

Students will know...

- Theme
- Story or drama elements

Skills (Organize, apply, analyze, integrate, evaluate)

Students will be able to....

- Determine the theme or central idea of a text
- Identify the elements of a story or drama

<ul style="list-style-type: none"> • Point of View • Characters • Narrator • Literature genres • Poetry (similes, repetition,) • Comprehension strategies • Impact of word choice • Tone • Different authors present key information in different ways • Evidence interpretation of facts • Range of topics in informational text • Informative, explanatory, compare/contrast text structure • Transition words and phrases • Formal writing style • Writers write for different purposes and audiences • Rules for class discussion • Dictionary/thesaurus skills 	<ul style="list-style-type: none"> • Describe the different points of view of characters or narrators in a text • Analyze how the author develops and contrasts these points of view • Read grade-level literature, poetry and informational text • Apply comprehension strategies • Demonstrate understandings of texts read • Identify unknown words and phrases in text • Recognize and analyze the impact of word choice on meaning and tone • Identify key points of two or more authors on the same topic • Analyze how authors emphasize and present different evidence and interpretation of facts • Write various texts using the particular text structure • Include preview of topic in the introduction • Use facts, definitions, details, quotations, etc. to develop topic • Use appropriate transition words, phrases and clauses • Use precise language and domain-specific vocabulary • Employ a formal writing style • Write a concluding statement • Write routinely over time for a range of audiences and purposes • Pose questions that elicit elaboration • Acknowledge new viewpoints • Locate the meaning/usage of a word
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Key Vocabulary:

Attributes: Perseverance, persistence, initiative, patience, determination, drive, willpower

Story Elements: plot, character, conflict, setting, theme, protagonist, antagonist, exposition, rising action, climax, falling action, resolution, alliteration, repetition, rhythm, free verse, onomatopoeia

<p>Performance Assessments (may be formative or summative)</p> <p>Summative: Writing- summary, opinion, and book recommendation writing of <u>A Long Walk to Water</u>.</p> <p>Visual drawing or collage to represent book understanding</p> <p>Vocabulary quizzes to reinforce and check understanding of pertinent terms</p> <p>Summative: Summary paragraphs of non-fiction articles</p> <p>Character sketch outline/ Paragraph on attributes that contribute to or detract from the ability of a person to persevere</p>	<p>Other Evidence/Assessments</p> <ul style="list-style-type: none"> - Ongoing chart of perseverance character traits and textual evidence - Picture Book Theme Presentations. Groups present oral summaries and descriptions of theme on bumper sticker

Unit Title (continued from previous page):

Literary Texts:

Poems

I, Too by Langston Hughes
Aunt Sue's Stories by Langston Hughes
About the Teeth of Sharks by John Ciardi
Something Told the Wild Geese by Rachel Field
I'd Like to be a Lighthouse by Rachel Field
Song of the train by David McCord

Literary Texts: Stories/Novels

Picture Books:

The Big Orange Splot, Swimmy, Rainbow Fish,

Non-fiction:

NEED

Memoirs:

"All I Really Need to Know I learned in Kindergarten" by Robert Fulghum
"Fish Cheeks" anonymous
"John Glen: A Memoir" by John Glen with Nick Taylor
"Who's the New Kid?" by Lois Lowry
Growing Up by Russell Baker (memoir)

Fable/Folktale:

Other Media:

Oktapodi

Short Stories:

“The Fish Story” by Mary Lou Brooks

“A Mouthful” by Paul Jennings

“What do fish have to do with anything?” by Avi

“Smart Ice Cream” by Paul Jennings

Informational Texts

NEED

Independent Novels:

A Long Walk to Water by Linda Sue Park

Art/Music/Media**Online Resources**

[www.scholasticnews](http://www.scholasticnews.com) .com

Differentiation for Struggling Learners and ELL

- Graphic organizers for writing assignments
- Venn Diagram to organize compare and contrast
- Paragraph frames

Interdisciplinary Connections

- historical connections to “The Lost Boys of Sudan”, geographical studies of water crisis in Sudan
- mathematical connection to personal water use
- scientific connection to water measurements, purification
- artistic connections through illustrated poems