

Grade 6 Unit 2: More Survival

Content Area: **Language Arts**
Course(s):
Time Period: **Week1**
Length: **7 weeks; Oct. 27-Dec. 22, 2014**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Students will be able to

READING:

- use close reading strategies to understand the author's stated and implied points
- analyze theme of texts
- analyze character traits in a fiction text
- cite evidence to support interpretation of a texts
- compare and contrast literary and informational texts related to the theme of survival

WRITING:

- write literary essays: analyzing character, theme, and comparing the themes of two different texts

LANGUAGE:

- demonstrate command of conventions of standard English
- clarify the meaning of unknown and multiple-meaning words and phrases
- determine the meaning and effect of figurative language found in text

SPEAKING AND LISTENING: Students will be able to

- engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

Interdisciplinary Connections: Students will be able to

- apply the lessons of survival from Survival Book Club novels to the ancient civilizations being studied in social studies to answer the question: What does survival look like in _____ ?

Standards & Indicators

LA.6.RI.6.10	By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
LA.6.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.6.L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.6.L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
LA.6.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.6.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

LA.6.L.6.1.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.
LA.6.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.6.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.6.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.6.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.6.L.6.2.B	Spell correctly.
LA.6.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.6.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.6.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.6.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.6.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.6.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.6.RI.6.2	Determine a 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.
LA.6.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.6.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.
LA.6.SL.6.1.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.
LA.6.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.6.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.6.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.6.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.6.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.6.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.6.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic

or issue.

LA.6.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

LA.6.RI.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Central Ideas/Enduring Understandings

Good readers use strategies tailored to the text and their reading purpose to aid in their understanding: previewing, adjusting reading pace, rereading, questioning, and notetaking.

Literary essay writers reread selected bits of text closely to notice, think, and write about the details. They then grow big ideas based on the details.

Literary essay writers focus on generating ideas about characters that encompass the whole character and the whole text.

Writers use evidence, explanation, logic, and transitions to craft convincing arguments.

Essential/Guiding Questions

Guiding Question:

- What strategies do good readers use for various texts?
- How do good writers tell stories that are meaningful and enjoyable

to readers?

Essential Questions:

- How do readers adjust their reading behavior to match the demands of the text?
- How do writers craft strong arguments?
- What do great readers and writers do?

Content - Students will know...

Students will know how to reread closely to generate big ideas about character and theme.

Students will know how to write to discover what they think about details in a text.

Skills - Students will be skilled at...

Students will be skilled at...

- structuring literary essay body paragraphs that begin with a reason (and transition for 2nd and 3rd paragraphs), textual evidence, and analysis.
- writing literary essay introduction paragraphs that lead with a universal statement about

life and then transition to the text-based claim about a particular narrative text.

- incorporating evidence in a variety of ways (direct quotes, summarizing, storytelling).
- looking at the conflict in a narrative text in order to infer the theme.
- adjusting their reading behavior in order to improve comprehension.

Stage 2: Assessment Evidence

Performance Task(s)

- Survival Book Club Collaboration and Individual Work
- Culminating Writing Task: Comparison Contrast Essay-- compare/contrast how two narrative texts address the theme of survival. Students may use Hatchet, survival book club book, or choice of short stories dealing with survival from Unit 1 or 2.
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Other Evidence

- Vocabulary quizzes
- Survival Book Club Reading Quizzes
- End-of-unit cold read test

- Beginning and end of unit on-demand, timed (45 min.) argument essay (see introduction to Calkins' *The Literary Essay, Grade 6, Unit 2* for prompt)
- Individual Reading Conference notes (4 per marking period)-- evaluate fluency, recall/comprehension, word work, critical thinking, etc. using student's current independent reading book.
- Reader's & Writer's Notebook entries (in class and homework)
- Literary analysis essays:
 - 1. character traits of a character from one of the narratives in this unit or unit 1
 - 2. theme essay (using the same text or a different one)

Stage 3: Learning Plan

Learning Opportunities/Strategies

Writing:

- Use lessons 1-17 in Lucy Calkins' *Units of Study, The Literary Essay, Unit 2, Sixth Grade*
- Lessons include:
 - Mini-lessons 10 min.

- Independent writing time/Conferring & Small group work 35 min.
- Mid-workshop teaching 1-2 minutes
- Share (with assigned writing partners) 5 min.
- Homework-assigned writing connected to the day's lesson
- Use of combined Reader's/Writer's Notebook (RWNB)
- Author's Celebration at end of unit
- Optional: if time allows at end of unit, can go back to Calkins' Unit 1 and do lessons in third bend

Reading:

- Daily independent reading time (20 min.) Students read self-selected Survival Book Club novels that are on their own reading level. Students must read a minimum of 30 pages a day, so most students must finish daily reading at home for homework.
- Survival Book Club Meetings
- Reader's Notebook entries--respond to prompts about independent reading book. Assigned as homework 2-3 times a week (alternate with writing homework).
- Track independent reading with "Books I Have Read List" and "Genre chart" in binder or RNB.
- Whole class reading of several short texts also about survival in

nature (see Resources below)

- Close reading strategies for portions of whole class narrative, informational, and nonprint texts
- Lessons 11-13, 15-16 in English Guidebook (LA Dept of Ed) *Hatchet* Unit
- Language Arts and Academic Vocabulary Word Walls
- In the Media wall: students post sentences they found in real life text/media that use vocabulary words.
- At home and in class, read self-selected books that are on the students' independent reading level
- View the movie version of *Hatchet* (titled *A Cry in the Wild*)

Language:

- define idioms
- analyze denotation and connotation of words
- use knowledge of word parts to predict meaning of unfamiliar words

Accommodations for students with IEPs and learning difficulties:

-visual sentence frames using academic vocabulary for discussion

-graphic organizers and sentence starters for literary analysis writing

-graphic organizers for comparing and contrasting of characters, plot, and theme in order to create a written narrative.

- Book Clubs broken down by interest of their choice of book
- Graphic organizers/worksheets for book club roles that explains in detail about what each role entails
- Model how to perform specific roles for book clubs
- Use visuals to show important vocabulary for students to make connections
- Have students share their text to text, text to world, and text to self connections
- One on one teacher support for comprehension and fluency
- Modeling and scaffolding to highlight specific moments, vocabulary, and figurative language, and using context clues to use inferencing skills
- Show and discuss exemplar writing pieces before students being their own
- close reading chapters/chunks
- rereading key sections for fluency and comprehension
- colored overylays and reading windows to reduce visual distractions
- Sentence starters for writing assignments
- Vocabulary word banks and strategies (Say it, Define it, Act it)
- Think alouds and Think-Pair-Share

For ELL students:

- visuals for vocabulary
- word wall
- additional word work such as illustrating vocabulary and playing vocabulary games
- partner reading
- choral reading
- Think-aloud while modeling writing
- analyze sample summaries before writing
- color-coded sticky notes for close reading to identify which sticky notes pertain to vocabulary
- questions about text, etc.
- When students make an error in speaking, answer or restate what they said using the correct form without drawing attention to the mistake.

For gifted students:

- additional self-selected reading resources to explore the theme of survival across place and time- such as "Breaker Boys: How a Photograph Helped to End Child Labor" and "Years of Dust: The Story of the Dust Bowl".
- Have students complete extended research projects on a related issue of their choice as it pertains to a content area
- Students perform a written/oral debate on topics related to content

Resources

Teacher Reference:

Notice and Note by Beers and Probst

Writing: Lucy Calkins' *Units of Study: The Literary Essay, Grade 6, Unit 2*

Reading: English Guidebook (Louisiana Dept. of Education) Hatchet Unit
p.66-81, Lessons 11-13 and 15-16

Scholastic ***Scope*** magazine

Nonprint texts:

Video version of *Hatchet* novel: *A Cry in the Wild*, Mark Griffins (1990)

"Snow Fall: The Avalanche at Tunnel Creek" from *The New York Times*

Literary Texts:

The River ch.1-2, 4, 8-9 by Gary Paulsen

"The King of Mazy May" by Jack London p.282-291 (short story) Prentice Hall Literature anthology

"Raymond's Run" short story by Toni Cade Bambara

Survival Book Club: (15 days) student choice of one of the following:

Peak by Roland Smith, *Brian's Winter* and *The River* by Gary Paulsen, *My Side of the Mountain*, *Far North* by Will Hobbs, *Everest* series by Gordan Korman (for below-level readers)

3 Book Club meetings based on reading of the following pages:

The River:1-42, 43-87, 88-132

Brian's Winter: 1-43, 4-85, 86-133

Peak: 1-81, 81-162, 162-246

My Side of the Mountain: 1-58, 58-115, 116-177

Informational Texts:

"Survival by the Numbers" from *OutdoorSafe Inc.*, Peter Kummerfeldt

"Your story:Are you a survivor?" from *National Geographic*

"The 25 most incredible survival stories of all time" from *Outdoorlife.com*, Tim MacWelch

