

Grade 6 Unit 1: Survival

Content Area: **Language Arts**
Course(s):
Time Period: **MP1-Week7**
Length: **September 4 - October 24, 2014**
Status: **Published**

Stage 1: Desired Results

Established Goals

Reading: Students will be able to

- analyze how the episodes/events in fiction contribute to the theme
- determine how elements of fiction contribute to the development of a story
- recognize how the central characters react to conflict
- track and evaluate character psychological changes
- analyze how setting can influence plot

Writing: Students will be able to

- compose a personal narrative about a significant small moment in their life
- analyze the writing style used in *Hatchet*, mentor texts, and student exemplars

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

Language: Students will be able to

- clarify the meaning of unknown and multiple-meaning words and phrases employing context clues
- demonstrate command of the standard conventions of English
- interpret figures of speech in context

Interdisciplinary Connections: Students will be able to

- apply the lessons of survival from *Hatchet* to the ancient civilizations being studied in social studies to answer the question: What does survival look like in Mesopotamia?

Standards & Indicators

LA.6.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.6.L.6.5.A	Interpret figures of speech (e.g., personification) in context.
LA.6.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LA.6.L.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.
LA.6.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.6.W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.6.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.6.RL.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.W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.6.RL.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.
LA.6.W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.6.RL.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.
LA.6.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.6.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.6.RL.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.
LA.6.L.6.2.B	Spell correctly.
LA.6.RL.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.
LA.6.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.6.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LA.6.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.
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.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
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.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
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.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.6.L.6.4.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.
LA.6.L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by

LA.6.L.6.5	checking the inferred meaning in context or in a dictionary). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.6.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Central Ideas/Enduring Understandings

Authors give clues to help readers find the central idea/theme.

Survival depends on certain personal qualities.

Among the purposes of writing are writing to reflect and writing to analyze.

Close reading of literature gives a deep understanding of and appreciation for the text.

Analyzing certain types of moments (Notice and Note signposts) in narratives will allow for deeper understanding of the characters, plot, and theme.

Essential/Guiding Questions

Essential Questions:

- What does a human being need to survive and/or thrive?
- What do great readers and writers do?
- How can we learn from each other?

Guiding Questions:

- How do good writers tell stories that are meaningful and that readers enjoy?
- How do readers determine importance?
- How does a person's character affect his or her survival?

Content - Students will know...

VOCABULARY:

Students will know **language arts (Tier 3) vocabulary terms**: narrative, cite, evidence, simile, metaphor, personification, passage, excerpt, protagonist, antagonist, small moment, and .

Cross-Curricular Vocabulary: The following words will be taught across all subject areas in 6th grade: cite, details, evidence, excerpt, infer, and text.

Students will know **academic (Tier 2) vocabulary** terms from *Hatchet* and other texts.

Students will know **character traits** that apply to texts read in the unit.

Students will know how to use common **Greek or Latin affixes** as a clue

to the meaning of a word.

Students will know how to use **context clues** to determine the meaning of unfamiliar words.

LITERATURE:

Students will know the following **elements of fiction** (Tier 3 vocabulary): protagonist (desire, obstacle, change); setting (place and time, important conditions), plot (sequence of events; resolution), conflict, theme.

Skills - Students will be skilled at...

Students will be able to

- write objective summaries chapters of Hatchet that include events, emotions/thoughts, and Notice and Note moments.
- analyze the Notice and Note moments found in student independent reading books.
- organize a cohesive paragraph: topic sentence, evidence, explanation, and closing sentence
- write narratives within the narrator's point of view.

- elaborate on important scenes when writing personal narratives
- use on a variety of generating strategies for writing personal narratives
- reflect on the deeper meaning of their personal narrative by answering the question: What is my story REALLY about?
- use mentor texts to identify powerful writing techniques and set goals and practice to adopt those techniques in their own writing.
- analyze interaction of elements of fiction in a particular story
- analyze the writing style used in text (tension-building techniques, irony, sensory language, strong verbs, second-by-second description of action, figurative language)
- use reading signposts to think critically about their reading
- cite textual evidence to support analysis of a text

Stage 2: Assessment Evidence

Performance Task(s)

- Narrative Writing: Write and publish a personal narrative about a significant moment

Other Evidence

- End of Unit Cold Read Assessment using *My Side of the Mountain* excerpt
- Beginning of the year diagnostic on-demand narrative writing assessment
- On-demand narrative writing assessment after first 12 lessons in Calkins' Units of Study, Personal Narrative Unit
- Vocabulary quizzes
- 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)

Stage 3: Learning Plan

Learning Opportunities/Strategies

Writing:

- Use lessons 1-12 in Lucy Calkins' *Units of Study, Narrative Writing, Unit 1, 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 Reader's and Writer's Notebook
- Students craft personal narratives or a personal narrative that follows the Hero Journey model.
- Author's Celebration at end of unit in which students share work with peers and parents

Reading:

- Daily independent reading time (20 min.) Students read self-selected texts 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.
- Reader's Notebook entries--respond to prompts about independent reading book. Assigned as homework once 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 novel *Hatchet* (alternate reading aloud in class and for homework; when reading for homework, assess by assigning a summary of 10 sentences or comprehension questions)
- Whole class reading of several short texts also about survival in

nature (see Resources below)

- Close reading of portions of whole class texts
- Read "Help me make it through the night--surviving a wilderness emergency".
- Word attack strategies
- Teach Joseph Campbell's "Hero Journey" and analyze *Hatchet* to see if Brian follows the Hero Journey
- Notice and Note lessons--take notes on each of the 6 moments in Reader's Notebook and also add notes of examples of moments found in *Hatchet*. (Aha Moment, Again & Again, Words of the Wiser, Memory Moment, Tough Decisions, Split Personality)
- Word Walls: teacher posts vocab words w/simple definition; below, students post sentences they found in text/media that use those vocabulary words. The student work is extra credit.
- At home and in class, independently read self-selected books that are on the students' independent reading level.

Speaking:

- Using presentation software (GoogleSlides/PowerPoint, etc.), students present one Book Talk to the class about a free read book they enjoyed. The presentation covers all of the literary elements studied thus far: character, plot, complete setting, tension, etc. This counts as a test grade. Students in the audience record titles that they would like to read at some point in the year on a Books I

Want to Read list. Students sign up on a calendar for the day in the marking period that they would like to present so that only one student presents a day.

- Every week or every other week, students participate in a literary discussion that focuses either on the whole class novel, a paired poem or informational text, or a current event article. In the beginning of the year, the teacher prepares engaging open-ended text-based questions, but then moves into teaching the class how to develop their own discussion questions. Students are split into two groups and sit in an inner-circle outer-circle arrangement, with the inner circle discussing and the outer circle observing. Students are assigned a partner in the other circle to observe and record his/her Golden Points on a handout, which can be shared the following day. The teacher sits outside the circle and facilitates rather than leads the discussion, with the goal of supporting the students to be able to run the discussion entirely themselves. The teacher takes notes on good points made and presents awards the following day. Students in the inner circle each have 2 index cards that they must toss into the circle in order to take a turn to speak.

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.
- 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 begin their own
- close reading chapters/chunks
- rereading key sections for fluency and comprehension
- colored overlays 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

Lucy Calkins' *Units of Study: Personal Narrative, Grade 6, Unit 1*

Texts for Students:

Scope's "Glossary of Literary Terms" student handout

Literary Texts

- *Hatchet* by Gary Paulsen (novel)
- End of Unit Reading Assessment: Excerpt from *My Side of the Mountain* by Jean Craighead George (chapter: "In which we all learn about Halloween")

- "Staying Alive" by David Wagner, pg. 22-27 (poem) Heath Literature Blue

Informational Texts

- "Help me make it through the night--surviving a wilderness emergency" from *New York State Conservationist*, Kelly Stang
- "The practice of slowing down" from *This I Believe*, Phil Powers
- One-page biography of Gary Paulsen

Unit Reflections & Teacher Notes
