



6th Grade ELA – Q3 Snapshot
“Extraordinary”
Created 12/13/2016

Extended Text: *The War That Saved My Life* (RL.1 – RL.10)

Texts	Standards and Sample TDQs	Culminating Tasks
<p>Weeks 1 - 2: (January 4th – 13th)</p> <ul style="list-style-type: none"> • Extraordinary kick-off • New Year’s Writing Prompt w/ editing practice. • OR Gabby Douglas texts and writing prompt • Finish Michael Oher (if applicable) 	<p>(goal setting, review of procedures and expectations for 2nd half of school year, etc.)</p> <p align="center">W.6.2 (a – f) – Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>“Extraordinary” Free Write: A new year potentially means a new YOU! How can you go from “ordinary” to “extraordinary” in 2016?</p> <p>In clear and developed writing, discuss what resolutions/commitments you can make to make this year your best yet! What makes these resolutions important for your 2016 success?</p> <hr/> <p>“Gabby Douglas” Informative Writing Prompt: You have read two texts about Gabby Douglas. Write an informative essay in which you use text evidence to delineate Gabby Douglas’s extraordinary life. Your essay must be based on information from the two articles.</p>
<p>Week 3: (January 17th – 20th)</p> <p>“The Book Thief” (historical drama) with paired text</p> <ul style="list-style-type: none"> - Focus on setting, characters, audience, perspective, specific scenes, stage directions <p>“The Horror of Nazi Germany” (informational text)</p> <p>*There is a (MC) common assessment for “The Book Thief” in PowerSchool AA.</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.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> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Expository Writing with paired texts: (or this may be a good place for narrative writing practice. We can develop and compare prompts.)</p>

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	<p>*RL.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.</p> <p>RI.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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).</p> <p>RI.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>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.</p> <p>RI.6.9 – Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	
<p>Week 4: (January 23rd – 27th)</p> <p>“The Golden Lie” (historical fiction) paired with</p> <p>“Those Winter Sundays” (poem)</p> <ul style="list-style-type: none"> - Focus on theme, POV, mood <p>*midterm?</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.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> <p>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.</p>	

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	<p>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.</p> <p>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.</p> <p>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.</p> <p>RL.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.</p>	
<p>Week 5: (January 30th – February 3rd)</p> <p>Writing</p> <p>“Losing is Good for You” by Ashley Merryman, <i>New York Times</i></p> <p>“Should Kids Get Sports Trophies Just for Showing Up?” by Fred Bowen, <i>The Washington Post</i></p>	<p>RI.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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).</p> <p>RI.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>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.</p> <p>RI.6.8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are</p>	<p>Argumentative Writing with Informational Texts: You have read two texts by two different authors who both agree that children should only be rewarded when they’ve achieved something extraordinary. Compare and contrast how each author presents his argument that receiving trophies or recognition for participation can create negative consequences. Evaluate which author makes the better argument to support his claim. Write a well-developed essay arguing for which author makes the best argument. Use support from both texts to support your position. Use proper spelling and mechanics.</p>

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	<p>supported by reasons and evidence from claims that are not.</p> <p>RI.6.9 – Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person.)</p>	
<p>Weeks 6 – 10: (February 6th – March 10th)</p> <p><i>The War That Saved My Life</i></p> <p>We also have some WWII info texts to add here (including <i>The Coin Street Chronicles</i>).</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.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> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>RL.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.</p> <p>(Spiral RI standards with supplemental NF short texts or excerpts from <i>The Coin Street Chronicles</i>.)</p>	<p>TBD</p>
<p>Language Standards and Speaking & Listening Standards are imbedded in daily warm-up and daily lessons.</p> <p>*Common assessment opportunities</p> <p>Additional Notes: Allow time in Q3 to include time for independent writing practice and teaching the expectations of the writing rubric.</p> <p>Also, we still have “Superman and Me” materials. Add if time allows. If not, add to Q4.</p>		