



6th Grade ELA – Q1 Snapshot
“Cultures”
Revised 05/16/2016

Extended Text: *The Breadwinner* (RL.6.1-RL.6.9)

Texts	Standards and EQs	Culminating Tasks
<p>Week 1: (08/02 - 08/05)</p> <p>Trackers, lockers, policies, procedures, orientations</p> <p>IR expectations, modeling or group grading</p> <p>Accountable Talk/Positive Self-Talk</p> <p>Re-visit RACE Statements if necessary</p>		
<p>Weeks 2-4: (08/08 – 08/26)</p> <p>Cultures Kick-Off <i>The Breadwinner</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>Week 5: (08/29 – 09/02)</p> <p>MIDTERM – After <i>The Breadwinner</i> – We will give a</p>	<p>W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	

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<p>midterm (to be created) in IA based on RL standards.</p> <p>Narrative Writing Practice</p>	<p>W.6.3a - 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.</p> <p>W.6.3b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3d - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3e - Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Weeks 6-7: (09/05 – 9/16)</p> <p>Paired Texts</p> <p>(NF) “China’s Last Foot-Binding Survivors” by Nina Strohlic</p> <p>article, video clip, and photo-documentary</p> <p>AND</p> <p>(F) “Ribbons”</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><i>“Based on the information in the article, why did women believe foot-binding would still make them more attractive to suitors even after the practice was outlawed?”</i></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><i>“Summarize the tradition of Chinese footbinding and its role in Chinese culture.”</i></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><i>“How does the author use the text and pictures to illustrate the harsh reality of feet binding?”</i></p> <p><i>“In paragraph 7, what chain of events does the author refer to as a ‘domino effect’ of unexpected proportions?”</i></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><i>“What is the author’s purpose in photographing and writing about these women?”</i></p>	<p>Informational (RI) – You have read an article and watched a video clip about Bethany Hamilton. Bethany became famous under circumstances that were dangerous and undesirable to many, if not most, people. Based on the information you’ve read and watched about her fateful day, write an informative essay which explains how Bethany Hamilton persevered and ultimately became famous. As you draft your essay, consider: challenges Bethany faced, changes she has undergone, details about her story before, during, and after the tragic event that changed her life.</p>
<p>Week 8: (09/19 – 09/23)</p> <p>(NF) – “Skate Girls of Kabul” April 17, 2015</p> <p>http://www.bjp-online.com/2015/04/jessica-fulford-dobson-skate-girls-of-kabul/</p> <p>Skateistan documentary</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><i>“Based on the text, what reasons can you infer as to why only 20% of women aged 15 to 24 are literate?”</i></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>Informational (RI) – (Include video clip from <i>Skateistan</i> documentary) – You have read an article and watched a video clip about the effect skateboarding has had on the children of Kabul. Both authors claim that the hobby of skateboarding has crossed cultural and gender barriers in Kabul. Write a multi-paragraph explanation summarizing how each author supports his claim.</p>

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	<p><i>“Which key details from the text support the central idea that Skateistan offers freedoms the girls of Kabul would not otherwise experience?”</i></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><i>“How does the law against bike-riding contribute to the success of the Skateistan project?”</i></p> <p><i>“Why does the author connect Oliver Percovich, the founder of Skateistan, to the pied piper?”</i></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><i>“What evidence from the text reveals the author’s position about the Skateistan initiative?”</i></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><i>“How does Jessica Fulford-Dobson’s portrayal of the Skateistan project differ from that of Kai Sehr (director of documentary)?”</i></p>	
<p>Let’s look at <i>On My Way to School</i> or <i>Eleven</i> documentaries</p>		
<p>Language Standards and Speaking & Listening Standards are imbedded in daily warm-up and daily lessons.</p>		