



**6<sup>th</sup> Grade ELA – Q2 Snapshot**  
**“Survival”**  
**created 09/12/2016**

**Extended Text: Michael Oher: I Beat the Odds: (RI.6.1-RI.6.9)**

<b>Texts</b>	<b>Standards and Sample TDQs</b>	<b>Culminating Tasks</b>
<p>*Survival Kick-Off</p> <p>(F) poetry packet</p> <ul style="list-style-type: none"> <li>• “Still I Rise” (YA) by Maya Angelou</li> <li>• “Hope is a Thing With Feathers” by Emily Dickinson</li> <li>• “Mother to Son” by Langston Hughes</li> </ul> <p><b>(Week 1: 10/10 – 10/14)</b></p>	<p><b>RL.6.2</b> 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><b>RL.6.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><i>“Mother to Son” - The author compares her life to a staircase. Identify the words and phrases the author uses to compare her life to a staircase.</i></p> <p><i>“Hope” - Throughout the poem, the author makes use of an extended metaphor. How does this comparison explain how the author feels about hope?</i></p> <p><b>RL.6.5</b> 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><i>“Mother to Son” - Beginning at line 8, the poem takes a turn with the words “But all the time/ I’ve been a-climbin’ on”. Identify the shift that takes place and how it contributes to the theme of the poem?</i></p> <p><i>“Still I Rise” - How does the repetition of the phrase, “I rise” contribute to the overall theme of the poem?</i></p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in the text.</p> <p><i>“Mother to Son” - Identify and explain a line where the author directly challenges her son to not give up.</i></p> <p><i>“Still I Rise” - Which lines of the poem reveal how the author feels about her enemies?</i></p> <p><b>L.6.5a</b> - Interpret figures of speech (e.g., personification) in context.</p> <p><i>“Still I Rise” - Explain the metaphor the author uses to identify herself as an ocean and as a dream in the final stanza.</i></p>	<p><b>Expository Writing with Fiction Texts</b> - You have read three poems by three authors who have all incorporated the use of figurative language to illustrate their message. Analyze each poem for its use of figurative language and interpret its literal meaning. Choose at least one example of figurative language from each poem and explain its literal meaning.</p>

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(NF) – “The Andes Plane Crash: 40 Years Ago Today”

(Week 2: 10/17 – 10/21)

**RI.6.1** – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*“Use text evidence to explain why this forty-three year old event is still relevant today.”*

**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.

*“Summarize the text into 3-4 subsections. Create titles for each subsection based off the central idea and key details.”*

**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).

*“Identify the anecdotes found in the text, and explain how each contributes to the overall tone of the article.”*

**RI.6.4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

*“Identify vivid vocabulary in the text and explain how the connotative meaning of each word contributes to the tone and mood of the article.”*

**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.

*“Explain the relevance of the blocked sections in the article. How are they significant to the development of the articles central idea?”*

**RI.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

*“What text evidence supports your explanation of the author’s purpose for writing this article?”*

**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.

**Expository Writing with Non-Fiction Text:** In the article, “The Andes Plane Crash: 40 Years Ago Today”, the author uses excerpts from Nando Parrado’s memoir throughout the text. Analyze the chosen excerpts and brainstorm the reasons why the author included these excerpts in his article. Write a well-developed response explaining how the author organized the text, and how the memoir excerpts enhance the experience for the reader. Include text evidence and elaborate on the evidence. Use proper grammar, mechanics, and spelling.

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	<p><i>“Analyze the last image in the article. How does this visual help develop the reader’s understanding of the topic?”</i></p> <p><b>RI.6.9</b> – 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 the author of the article present information differently from the author of the memoir? How do both texts connect to provide the reader with a rich reading experience?”</i></p>	
<p>(F) – “The Dead Rising” (Drama) and paired “Mercy Brown” text</p> <p><b>(Week 3: 10/24 – 10/28)</b></p>	<p><b>RL.6.1</b> – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2</b> – 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><b>RL.6.3</b> – 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><b>RL.6.4</b> - 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><b>RL.6.5</b> 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><b>RL.6.7</b> - 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><b>RL.6.9</b> – 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><b>TBD – Culminating Task</b></p>
<p>(F) – “The Tell-Tale Heart”</p> <p><b>(Week 4: 10/31 – 11/4)</b></p>	<p><b>RL.6.1</b> – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>TBD – Culminating Task and TDQs. Combine culminating task with “The Dead Rising”?</b></p>

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<p>How-To-Guides and Infographics</p> <ul style="list-style-type: none"> <li>- How to Use an EpiPen</li> <li>- How to Escape a Zip Tie</li> <li>- How to Survive a Bear Attack</li> <li>- How to Survive Hypothermia</li> </ul> <p><b>(Week 5: 11/7 – 11/11)</b></p>	<p><b>RI.6.1</b> – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2</b> 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><b>RI.6.3</b> 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><b>RI.6.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.6.5</b> - 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>Students create an infographic or “How-To” Guide</p>

	<p><b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>RI.6.7</b> - 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>(NF) <i>I Beat the Odds: From Homelessness to The Blind Side and Beyond</i> by Michael Oher</p> <p><b>(Weeks 6 – 10: 11/14 – 12/16)</b></p>	<p><b>RI.6.1</b> – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2</b> - 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><b>RI.6.3</b> - 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><b>RI.6.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.6.5</b> - 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><b>RI.6.6</b> - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>RI.6.7</b> - 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><b>RI.6.9</b> – 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). <i>Look for additional short text</i></p>	
<p><b>Language Standards and Speaking &amp; Listening Standards are imbedded in daily warm-up and daily lessons.</b></p>		
<p><b>Additional Notes:</b> (Allow time in Q2 to include time for teaching POW TIDE, TREE, “Do-What”, and the expectations of the writing rubric). Language standards will be practiced through daily warm-up.</p>		