



6th Grade ELA – Q2 Snapshot “Perspective” created 09/18/2017

Extended Text: *The President Has Been Shot!* (6.RI.6.1-6.RI.6.9)

Texts	Standards	Culminating Tasks
<p>Weeks 1 – 2: (10/09 – 10/13) (10/16 – 10/20)</p> <p>Perspective Kick-Off</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>6.RI.KID.1 – Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>6.RI.KID.2 – Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</p> <p>6.RI.KID.3 – Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</p> <p>6.RI.CS.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.CS.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>6.RI.CS.6 – Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</p> <p>6.RI.IKL.7 – Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.</p> <p>6.RI.IKL.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.</p> <p>6.RI.IKL.9 – Compare and contrast two or more authors’ presentation of the same topic or event.</p> <p>6.W.TTP.2 (a-j) – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Informative 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. Write a well-developed informative essay explaining both authors’ reasons for their position. Be sure to include evidence from both texts and remain objective in your tone. Use proper grammar, spelling, and mechanics.</p>
<p>Weeks 3-4: (10/23 – 10/27) (10/30 – 11/3)</p> <p>“The Dead Rising” (Drama)</p> <p>~~and paired text~~</p> <p>“The Story of Mercy Brown: New England’s Last Vampire”</p>	<p>6.RL.KID.1 – Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>6.RL.KID.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p> <p>6.RL.KID.3 – Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.CS.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <u>including allusions</u> to other texts.</p>	<p>Culminating task – TBD (Informative quick-write to compare/contrast the two texts in their approaches to the same topic? OR Students compare and contrast the setting of “The Dead Rising” and how this organization moves the plot.)</p> <p>CFA with drama text and RL items?</p>

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	<p>6.RL.CS.5 – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <p>6.RL.CS.6 – Explain how an author <u>establishes and conveys</u> the point of view of the narrator or speaker in a text.</p> <p>6.RL.IKI.9 – Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>6.RI.KID.1 – Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>6.RI.KID.2 – Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</p> <p>6.RI.KID.3 – Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</p> <p>6.RI.CS.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.CS.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>6.RI.CS.6 – Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</p> <p>6.RI.IKI.7 – Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.</p> <p>6.RI.IKI.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.</p> <p>6.RI.IKI.9 – Compare and contrast two or more authors’ presentation of the same topic or event.</p> <p>6.W.TTP.2 (a-j) – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	
<p>Weeks 5-6: (11/6 – 11/10)* (11/13 – 11/17)</p> <p>(F) short story “I Hungry Hannah Cassandra Glen” by Norma Fox Mazer</p> <p>Allow time for laptop training and practice</p>	<p>6.RL.KID.1 – Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>6.RL.KID.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p> <p>6.RL.KID.3 – Describe how the plot of a story or drama unfolds, as well as how the</p>	<p>Text and task is TBD. May be removed for laptop practice/training and to allow more time for extended text.</p>

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	<p>characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.CS.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <u>including allusions</u> to other texts.</p> <p>6.RL.CS.5 – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <p>6.RL.CS.6 – Explain how an author <u>establishes and conveys</u> the point of view of the narrator or speaker in a text.</p>	
<p>Week 7 (11/20 - 21)* - Thanksgiving Technical Text activity</p>	<p>6.RI.KID.1 – Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p>	
<p>Weeks 8 – End of Quarter: (11/27 – 12/1) (12/4 – 12/8) (12/11 – 12/15) (12/18 – 12/19)*</p> <p><i>The President Has Been Shot!</i></p>	<p>6.RI.KID.1 – Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>6.RI.KID.2 – Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</p> <p>6.RI.KID.3 – Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</p> <p>6.RI.CS.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.CS.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>6.RI.CS.6 – Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</p> <p>6.RI.IKI.7 – Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.</p> <p>6.RI.IKI.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.</p> <p>6.RI.IKI.9 – Compare and contrast two or more authors’ presentation of the same topic or event.</p>	
<ul style="list-style-type: none"> • Language Standards are imbedded in daily warm-up and writing practice. • Speaking and Listening standards are applied throughout the year in class discussions and presentations and are observed and evaluated by each teacher. • All texts in each quarter are carefully selected to help students read and comprehend complex literary and informational texts independently and proficiently (6.RL.RRTC.10 and 6.RI.RRTC.10). • All sixth grade students will complete two IR assessments (1 fiction, 1 non-fiction) in Quarter 2. Teachers will count these assessments as test grades. 		