

Grade 6

Unit 2: Thinking About Stories

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Select One: Jacqueline Woodson, <i>Hush</i> Sharon Creech, <i>Ruby Holler</i> Sarah Weeks, <i>Jumping the Scratch</i> Anthony Horowitz, <i>Point Blank</i>	Talk about literary elements including author’s language choice			
Readers’ Workshop	<p>Analyzing Characters</p> <ul style="list-style-type: none"> - use an excerpt from a read aloud or begin reading “Tuesday of the Other June” (ML pg. 80) - make inferences as to a character’s traits, motivations, attitudes, and decisions based on evidence from the text (including how the writer describes them, what they do, what they say and think, and what other characters) say about them - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - IR/conferring - Share 	<p>Analyzing Characters</p> <ul style="list-style-type: none"> - use an excerpt from a read aloud or continue reading “Tuesday of the Other June” (ML pg. 80) - make inferences as to a character’s traits, motivations, attitudes, and decisions based on evidence from the text (including how the writer describes them, what they do, what they say and think, and what other characters) say about them - infer characters’ thinking processes and struggles at key decision points in the text - IR/conferring - Share 	<p>Analyzing Characters</p> <ul style="list-style-type: none"> - use an excerpt from a read aloud or continue reading “Tuesday of the Other June” (ML pg. 80) - make inferences as to a character’s traits, motivations, attitudes, and decisions based on evidence from the text (including how the writer describes them, what they do, what they say and think, and what other characters) say about them - infer characters’ thinking processes and struggles at key decision points in the text - modeled response about character - IR/conferring - Share <p>*teacher created/selected assessment</p>	<p>Analyzing Characters</p> <ul style="list-style-type: none"> - use an excerpt from a read aloud or begin reading “Flowers and Freckle Cream” (ML pg. 231) - explain the relationship between characters - explain the cause and effect relationships between characters’ actions and the results - connect characters within and across texts by circumstances, traits, or actions - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - use text support - IR/conferring - Share 	<p>Analyzing Characters</p> <ul style="list-style-type: none"> - use an excerpt from a read aloud or begin reading “Flowers and Freckle Cream” (ML pg. 231) - explain the relationship between characters - explain the cause and effect relationships between characters’ actions and the results - connect characters within and across texts by circumstances, traits, or actions - use text support - IR/conferring - Share
Word Study	<p>Analyzing Roots</p> <ul style="list-style-type: none"> - WTW Lesson 8.4 	<p>Analyzing Roots</p> <ul style="list-style-type: none"> - WTW Lesson 8.5 	<p>Analyzing Roots</p> <ul style="list-style-type: none"> - WTW Lesson 8.5 	<p>Analyzing Roots</p> <ul style="list-style-type: none"> - WTW Lesson 8.6 	<p>Analyzing Roots</p> <ul style="list-style-type: none"> - WTW Lesson 8.8/8.9
Writers’ Workshop	*Uncovering life topics	*writing small about big topics	*Expecting depth from our writing	*Reading literature to inspire writing	*Choosing and developing a seed idea
Notes					

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language
Readers’ Workshop	<p>Analyzing Setting</p> <ul style="list-style-type: none"> - use excerpts from read alouds or begin reading “Aaron’s Gift” (ML pg. 248)) - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - identify setting: time and place of the action - show connections between the setting and characters that cause a character to change - how does setting create mood - recognize flashback as appropriate - provide evidence from text - IR - GR groups begin - share 	<p>Analyzing Setting</p> <ul style="list-style-type: none"> - use excerpts from read alouds or begin reading “Aaron’s Gift” (ML pg. 248)) - identify setting: time and place of the action - show connections between the setting and characters that cause a character to change - how does setting create mood - recognize flashback as appropriate - provide evidence from text - IR - GR groups begin - share 	<p>Analyzing Setting</p> <ul style="list-style-type: none"> - use excerpts from read alouds or begin reading “Aaron’s Gift” (ML pg. 248)) - identify setting: time and place of the action - show connections between the setting and characters that cause a character to change - how does setting create mood - recognize flashback as appropriate - provide evidence from text - IR - GR groups begin - share <p>*teacher created/selected assessment</p>	<p>Analyzing Plot and Conflict</p> <ul style="list-style-type: none"> - use excerpts from read alouds or continue reading “Aaron’s Gift” (ML pg. 248) - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - identify the exposition, rising action, climax, and resolution of the plot - recognize flashback as appropriate - identify and explain the conflict within the plot→ internal vs. external/ man vs. man/man vs. nature/ man vs. others - explain the conflicts that advance the plot - explain the conflicts and how they motivate characters and their actions - provide evidence from text - IR - GR groups begin - share 	<p>Analyzing Plot and Conflict</p> <ul style="list-style-type: none"> - use excerpts from read alouds or continue reading “Aaron’s Gift” (ML pg. 248) - identify the exposition, rising action, climax, and resolution of the plot - recognize flashback as appropriate - identify and explain the conflict within the plot→ internal vs. external/ man vs. man/man vs. nature/ man vs. others - explain the conflicts that advance the plot - explain the conflicts and how they motivate characters and their actions - provide evidence from text - IR - GR groups begin - share
Word Study	Synonyms ML Lesson # 21	Synonyms	Antonyms ML Lesson # 22	Antonyms	Synonyms and Antonyms - WTW Lesson 8.12
Writers’ Workshop	*Studying memoir structures	*Being our own teacher	*Finding inspiration before drafting	*The internal and external journey of a story	
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Read Aloud	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language
Readers’ Workshop	<p>Analyzing Plot and Conflict</p> <ul style="list-style-type: none"> - use excerpts from read alouds or continue reading “Aaron’s Gift” (ML pg. 248) - identify the exposition, rising action, climax, and resolution of the plot - recognize flashback as appropriate - identify and explain the conflict within the plot → internal vs. external/ man vs. man/man vs. nature/ man vs. others - explain the conflicts that advance the plot - explain the conflicts and how they motivate characters and their actions - provide evidence from text - IR - GR groups begin - Share <p>*teacher created/selected assessment</p>	<p>Identifying Main Idea</p> <ul style="list-style-type: none"> - use excerpts from read alouds or begin reading “The School Play” (ML pg. 402) - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - identify main idea in the text or a portion of the text - explain how main idea was identified (literal with supporting details) - what is main idea and how do we find it? - use text support - IR - GR groups - share 	<p>Identifying Main Idea</p> <ul style="list-style-type: none"> - use excerpts from read alouds or continue reading “The School Play” (ML pg. 402) - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - identify main idea in the text or a portion of the text - explain how main idea was identified (literal with supporting details) - what is main idea and how do we find it? - use text support - IR - GR groups - share 	<p>Identifying Main Idea</p> <ul style="list-style-type: none"> - use excerpts from read alouds or continue reading “The School Play” (ML pg. 402) - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - identify main idea in the text or a portion of the text - explain how main idea was identified (literal with supporting details) - what is main idea and how do we find it? - use text support - IR - GR groups - share 	<p>Analyzing Theme</p> <ul style="list-style-type: none"> - use excerpts from read alouds or begin reading “Nadia the Willful” (ML pg. 69) - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - identify the theme of the text or a portion of it - what are the experiences, emotions, issues, and ideas in the text that create/lead to universal themes - describe lesson, message, or moral learned from text - explain implications for the reader/society of ideas or issues in the text - compare themes across texts - IR - GR groups - share
Word Study	Multiple Meaning Words - ML Lesson # 20	Multiple Meaning Words	Multiple Meaning Words	Understanding Denotations & Connotations - ML Lesson # 23	Understanding Denotations & Connotations
Writers’ Workshop	*Choosing emblematic details	*Writing about ideas	*Letting our pages lead our revision	*Metaphors and meanings	
Notes					

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Read Aloud	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language
Readers’ Workshop	<p>Analyzing Theme</p> <ul style="list-style-type: none"> - use excerpts from read alouds or continue reading “Nadia the Willful” (ML pg. 69) - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - identify the theme of the text or a portion of it - what are the experiences, emotions, issues, and ideas in the text that create/lead to universal themes - describe lesson, message, or moral learned from text - explain implications for the reader/society of ideas or issues in the text - compare themes across texts - IR - GR groups - share 	<p>Analyzing Theme</p> <ul style="list-style-type: none"> - use excerpts from read alouds or continue reading “Nadia the Willful” (ML pg. 69) - identify narrator (1st vs. 3rd person/ limited or omniscient point of view) - identify the theme of the text or a portion of it - what are the experiences, emotions, issues, and ideas in the text that create/lead to universal themes - describe lesson, message, or moral learned from text - explain implications for the reader/society of ideas or issues in the text - compare themes across texts - IR - GR groups - share <p>*teacher created/selected assessment</p>	<p>Summarize and Paraphrase Text</p> <ul style="list-style-type: none"> - identify and explain main idea and supporting details of the text across the text or a portion of it - sequencing events across the text or a portion of it including characters, the conflict, the climax, and the resolution -what makes a good summary? What do we include? - how/why do we paraphrase? <ul style="list-style-type: none"> - IR - GR groups - Share 	<p>Summarize and Paraphrase Text</p> <ul style="list-style-type: none"> - identify and explain main idea and supporting details of the text across the text or a portion of it - sequencing events across the text or a portion of it including characters, the conflict, the climax, and the resolution -what makes a good summary? What do we include? - how/why do we paraphrase? <ul style="list-style-type: none"> - IR - GR groups - Share 	<p>Summarize and Paraphrase Text</p> <ul style="list-style-type: none"> - identify and explain main idea and supporting details of the text across the text or a portion of it - sequencing events across the text or a portion of it including characters, the conflict, the climax, and the resolution -what makes a good summary? What do we include? - how/why do we paraphrase? <ul style="list-style-type: none"> - IR - GR groups - Share <p>*teacher created/selected assessment</p>
Word Study	Understanding Denotations & Connotations	Understanding Denotations & Connotations	Understanding Denotations & Connotations	Using a Thesaurus - ML Lesson # 24	Using a Thesaurus
Writers’ Workshop	Editing to match sound to meaning				An Authors final celebration