



Unit 4: Biographies of Athletes
Grade 6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice
Reading Workshop	<p>Characteristics of Biographies</p> <ul style="list-style-type: none"> narrative structure (<i>character, setting, problem, solution, sequence of events, conflict</i>) story of person's life how does the title contribute to meaning <p>VSC: 3.6.A.3.a; 3.6.A.2.a</p>	<p>Characteristics of Biographies</p> <ul style="list-style-type: none"> narrative structure (<i>character, setting, problem, solution, sequence of events, conflict</i>) story of person's life how does the title contribute to meaning <p>* collect student product</p> <p>VSC: 3.6.A.3.a; 3.6.A.2.a</p>	<p>Analyze Characters</p> <ul style="list-style-type: none"> make inferences about character traits analyze personal growth and development make inferences about how the setting affects the character identify and explain relationships between characters, setting, and events <p>VSC: 3.6.A.3.c; 3.6.A.3.e</p>	<p>Analyze Characters</p> <ul style="list-style-type: none"> make inferences about character traits analyze personal growth and development make inferences about how the setting affects the character identify and explain relationships between characters, setting, and events <p>VSC: 3.6.A.3.c; 3.6.A.3.e</p>	<p>Analyze Characters</p> <ul style="list-style-type: none"> make inferences about character traits analyze personal growth and development make inferences about how the setting affects the character identify and explain relationships between characters, setting, and events <p>* teacher created/selected assessment</p> <p>VSC: 3.6.A.3.c; 3.6.A.3.e</p>
Word Study	<p>Word Wall Words: <i>narrative, anguish, cynical, luminous, resilient</i></p>	-context clues and multiple meaning words	-context clues and multiple meaning words * teacher created/selected assessment	Denotation vs. connotation -McDL Lesson 23 VSC: 1.6.D.3.a	Denotation vs. connotation -McDL Lesson 23 VSC: 1.6.D.3.a
Writing Workshop	<p>All About Athletes Brainstorm things students are curious about how things came to be. Have them make a list. * Conferences * Share</p>	<p>All About Athletes Thinking about your person, what do you want to know? List questions for your report. *Conferences *Share</p>	<p>All About Athletes Gathering information (Review Lucy Calkins lesson 11) *Conferences *Share</p>	<p>All About Athletes Gathering information (Review Lucy Calkins lesson 11) *Conferences *Share</p>	<p>All About Athletes Gathering information (Review Lucy Calkins lesson 11) *Conferences *Share</p>
Notes	Lessons throughout this unit should continue to include identification of main idea and practice of summarizing. This can be done by recognizing and discussing the theme/lesson/message of a person's life story.			Word wall/vocabulary words were selected from the McDougal Littell glossary. These words should be introduced in context and students should be expected to use their understanding of these words to make connections to new/unfamiliar words	

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice
Reading Workshop	Analyze Plot <ul style="list-style-type: none"> cause and effect relationships between characters' actions and the results of those actions connections between actions of character and the outcome of the plot VSC: 3.6.A.3.e; 3.6.A.3.f	Analyze Plot <ul style="list-style-type: none"> cause and effect relationships between characters' actions and the results of those actions connections between actions of character and the outcome of the plot * collect student product VSC: 3.6.A.3.e; 3.6.A.3.f	Analyze Plot <ul style="list-style-type: none"> identify exposition, rising action, climax, and resolution of the plot recognize and describe conflict (external/internal) VSC: 3.6.A.3.b	Analyze Plot <ul style="list-style-type: none"> identify exposition, rising action, climax, and resolution of the plot recognize and describe conflict (external/internal) * teacher created/selected assessment VSC: 3.6.A.3.b	Analyze Conflict <ul style="list-style-type: none"> identify conflicts that affect character's actions identify conflicts that advance the action of the plot VSC: 3.6.A.3.g
Word Study	Word Wall Words: <i>nonchalantly, transpire, stereotype, primary (source), perspective</i>	Denotation vs. connotation -McDL Lesson 23 * teacher created/selected assessment VSC: 1.6.D.3.a	Compound Words - McDL Lesson 27	Compound Words - McDL Lesson 27	Homonyms -McDL Lesson 28
Writing Workshop	All About Athletes Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share	All About Athletes Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share	All About Athletes Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share	All About Athletes Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share	All About Athletes Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 11	Lesson 12	Lesson 13	Lesson14	Lesson 15
Read Aloud	Teachers' Choice Accountable talk, thinking aloud by the teacher, making connections & predictions, and general discussion of text should continue throughout.	Teachers' Choice	Teachers' Choice	Teachers' Choice	Teachers' Choice
Reading Workshop	Analyze Conflict <ul style="list-style-type: none"> identify conflicts that affect character's actions identify conflicts that advance the action of the plot * teacher created/selected assessment VSC: 3.6.A.3.g	Understanding Author's Opinion How does the author feel about ____? - recognize message/purpose of text - identify author's choice of language that indicates strong feeling or emotion towards topic - recognize facts and opinion - infer author's opinion	Understanding Author's Opinion How does the author feel about ____? - recognize message/purpose of text - identify author's choice of language that indicates strong feeling or emotion towards topic - recognize facts and opinion - infer author's opinion * collect student product	Understanding the Context <ul style="list-style-type: none"> identify and explain the relationship between the text and its historical setting identify and explain the relationship between the text and its social context <i>(Why is this person's life story important to us?)</i> VSC: 3.6.A.8.c	Understanding the Context <ul style="list-style-type: none"> identify and explain the relationship between the text and its historical setting identify and explain the relationship between the text and its social context <i>(Why is this person's life story important to us?)</i> teacher created/selected assessment VSC: 3.6.A.8.c
Word Study	Word wall words: vigorously, indolent, melancholy, expiration, contempt	Homonyms -McDL Lesson 28 - multiple meaning words -context clues	Homonyms -McDL Lesson 28 - multiple meaning words -context clues	Homophones/Easily Confused Words -McDL Lesson 29 - multiple meaning words -context clues * teacher created/selected assessment	Prefixes -McDL Spelling Lesson 20 (ex-)
Writing Workshop	All About Athletes Editing and Revising * Conferences * Share	All About Athletes Editing, Revising, and Publishing * Conferences * Share	All About Athletes Editing, Revising, and Publishing * Conferences * Share	All About Athletes Celebration	All About Athletes Celebration
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