

Subject: ELA Grade: 6 Unit: 4 “Courageous Characters” Duration: 6 weeks	Essential Question(s): How are acts of courage revealed in writing, literature, and informational text?	Vocabulary: Antagonist Character Development Courage Genre Protagonist
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Strands	Standards	Student Learning Targets “I Can” Statements	Teacher Instructional Focus	Assessment
Reading Literary Text	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.	I can: Compare and contrast how two or more stories of the same genre approach a similar theme or topic.	Model how to identify the characteristics of different genres. Model how to identify the theme in two or more genres. Assist students in identifying the theme in two or more genres. <u>Hatchet</u> (Gary Paulson) Pre-reading Activities Vocabulary Flashcards and Quizlet Summary Logs Comprehension and Discussion Questions Retell Chart Sequence Events Entrance and Exit Tickets “If” (Rudyard Kipling) Other Selections Literary Texts and Stories: <i>The Power of Light: Eight Stories for Hanukkah</i> (Isaac Bashevis Singer and Irene Lieblich) <i>War Comes to Willy Freeman</i> (James and Christopher Collier) <i>Sadako and the Thousand Paper Cranes</i> (Eleanor Coerr) <i>“The People Could Fly”</i> (Virginia Hamilton and Leo and Diane Dillon) <i>Sign of the Chrysanthemum</i> (Katherine Paterson and Leo and Diane Dillon)	<u>Hatchet</u> (Gary Paulson) Chapter Tests: multiple choice, true or false, sequencing events, and extended response Short Answer Quizzes Vocabulary Quizzes Reading Stations Writing Assignments Study Island Class Discussion (RL.6.1 and 6.9) How do the stories from this unit provide insight into courageous characters? How are the stories alike/different? Dramatization/Fluency (RL.6.4) Choose an emotional passage from a story that exemplifies a character’s courageousness. Literary Response (RL.6.1, 6.3, and 6.6) Venn diagram of a courageous character compared to a non-courageous or cowardly character. Literary Response (RL.6.2 and 6.3) Obstacles, protagonist response, antagonist, does the character grow in the novel, or was he/she always “courageous”?

			<i>Kira-Kira</i> (Cynthia Kadohata) <i>Red Scarf Girl: A Memoir of the Cultural Revolution</i> (Ji-Li Jiang) <i>SOS Titanic</i> (Eve Bunting) <i>Timothy of the Cay</i> (Theodore Taylor) <i>Counting on Grace</i> (Elizabeth Winthrop) <i>Lives: Poems about Famous Americans</i> (Lee Bennett Hopkins and Leslie Staub)	
Reading Informational Text	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 and judgments.	<p>I can:</p> <p>Analyze text to determine the central idea and supporting details.</p> <p>Recognize particular details used to support the central idea of a text.</p> <p>Provide a non-biased summary based on the text.</p>	<p>Model identifying the central idea of a text.</p> <p>Identify the supporting details of a text.</p> <p>Examine and understand the influence of personal opinion and judgment when reading a text.</p> <p><u><i>Deep Sea Explorer The Story of Robert Ballard, Discoverer of the Titanic</i></u></p> <p><u><i>Sharks: Challengers of the Deep</i></u> All About Sharks- students fill in KWL chart with their prior knowledge about sharks/Alike and Different- similarities and differences chart between shark and other fish/Find the Details- main idea and supporting details/Attract or Repel- shark behavior determining what attracts or repels sharks/Save</p>	<p><u><i>Sharks: Challengers of the Deep</i></u> Chapter Tests: vocabulary and short-answer/extended response</p> <p>Study Island</p> <p>Fact or Fiction Graphic Organization (RI.6.2, 6.5, and 6.6) Read informational text about the historical setting behind the story read, and create a T-chart or Venn diagram in your journal outlining historical facts and fiction from the story.</p> <p>Informational Text Response (RI.6.8) Read a variety of stories and interviews from the same time period...how are the accounts similar, different, why would the accounts vary?</p>

			<p>the Sharks- create a campaign and slogan depicting the reasons that sharks need to be protected.</p> <p>Other Selections Informational Text: <i>Exploring the Titanic: How the Greatest Ship Ever Lost – Was Found</i> (Robert D. Ballard) <i>Kids with Courage: True Stories About Young People Making a Difference</i> (Barbara A. Lewis) <i>Harriet Tubman: Conductor on the Underground Railroad</i> (Ann Petry) <i>Narrative of the Life of Frederick Douglass, An American Slave Revolts</i>, (Frederick Douglass) <i>Life in Ancient Japan</i> (Peoples of the Ancient World) (Hazel Richardson) <i>A Night to Remember: A Classic Account of the Final Hours of the Titanic</i> (Walter Lord) <i>Kids on Strike!</i> (Susan Campbell Bartoletti) <i>Kids at Work: Lewis Hine and the Crusade Against Child Labor</i> (Russell Freedman and Lewis Hine)</p>	
Writing	<p>W.6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and</p>	<p>I can:</p> <p>Write an argument to support claims with clear reasons and relevant evidence.</p> <p>Write an introduction to my claim(s) and</p>	<p>Model how to identify the argument in a text.</p> <p>Model and identify reasons and evidence presented in a text.</p> <p>Highlight evidence found in the</p>	<p><u><i>Hatchet</i> (Chapters 5-8)</u> Survival Kit</p> <p><u><i>Hatchet</i> (Chapters 9-12)</u> Figurative Language – similes, metaphors, and personification</p>

	<p>evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</p>	<p>clear of reasons and evidence.</p> <p>Support claim (s) with clear reasons and relevant evidence using credible sources that demonstrate an understanding of the topic or text under investigation.</p> <p>Use words, phrases, and clauses that clarify relationships among claim(s) and reasons.</p> <p>Establish and maintain a formal style.</p> <p>Write a concluding statement or section that follows from the argument presented.</p> <p>Use technology, including the Internet, to produce and publish writing.</p> <p>Use technology to interact and collaborate with others.</p> <p>Use keyboarding skills to type three or more pages in a single setting.</p>	<p>text that supports a claim.</p> <p>Discuss how to clarify relationships among claims and reasons.</p> <p>Explain how to use examples to establish and maintain a formal style.</p> <p>Model how to plan an appropriate concluding statement that follows from the argument presented.</p> <p>Model how to download, save, upload, and attach documents.</p> <p>Show how to select appropriate word processing tools by using technology to interact and collaborate with others.</p> <p>Assist in using keyboarding skills to type three or more pages in a single setting.</p>	<p><u><i>Hatchet</i> (Chapters 13-16)</u> Emergency News Flash Let Me Share the Part Where... Read All About It!</p> <p><u><i>Hatchet</i> (Chapters 17 to Epilogue)</u> Characterizations Brian's Later Life</p>

Speaking & Listening	S.L.6.2: Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<p>I can:</p> <p>Identify details and information that contribute to the topic, text, issue under study of various media formats.</p> <p>Interpret information presented in various media and formats (e.g., visually, quantitatively, and orally).</p>	<p>Explain how information contributes to a topic, text, or issue under study.</p> <p>Analyze a variety of stories and interviews from the same time period and explain how their accounts are similar, different, and why would accounts of the same event vary.</p> <p>Examine how we memorialize courageous people and actions.</p> <p>Small group discussion, whole group discussions, roles in groups, creating performances, presenting, using multimedia.</p>	<p>Class Discussion (SL.6.1a,b,c,d) What is meant by the word “courage”? How do the stories from this unit provide insight into courageous characters? How are the stories alike/different?</p> <p>Dramatization/Fluency (SL.6.6) Choose an emotional passage from a story that exemplifies a character’s courageousness.</p> <p>Informational Text Response (SL.6.2) Read a variety of stories and interviews from the same time period...how are the accounts similar, different, why would the accounts vary?</p>
Language	L.6.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	<p>I can:</p> <p>Recognize and apply the conventions of language for writing, speaking, reading, and listening.</p> <p>Recognize and determine various sentence patterns, style, and tone.</p>	<p>Identify the knowledge of language when speaking.</p> <p>Identify the knowledge of language conventions when speaking Teach varying sentence patterns for meaning, listener interest, and style while speaking.</p> <p>Model consistency in style and tone while speaking.</p>	<p>Dramatization/Fluency (L.6.5 a,b,c) Choose an emotional passage from a story that exemplifies a character’s courageousness.</p> <p>Word Study (L.6.4 a,b,c,d) Continue etymology studies, sorting words by prefix, suffix, root words, meaning, country of origin, spelling features. Focus on words that help describe the overt and quiet courageousness of characters and historical figures.</p>

