

GRADE 6	Sept./Oct./Nov.	Dec./Jan./Feb.	Mar./April/May	May/June
<b>Essential Questions</b>	How can we use text evidence to bolster our opinions and arguments? How can we use inquiry discussion to improve our ability to read?	How does arranged marriage create a cycle of conflict for the protagonist? What can be done to break the cycle of conflict?	How can family impact a protagonist? How can abandonment change the internal character traits of a protagonist?	How do political conflicts and social injustice shape internal and external conflicts?
<b>Shared Reading Text</b>	<u>Great Books Roundtable</u> By Various Authors	<u>Homeless Bird</u> by Gloria Whelan	<u>The Great Gilly Hopkins</u> By Katherine Paterson  ELA PREP	<u>The Giver</u> by Lois Lowry
<b>Supporting Texts</b>	<u>Round Table Selections</u>  "Raymond's Run" by Toni Cade Bambara  "The Veldt" by Ray Bradbury	<u>Articles</u> Widows in India: My children threw me out of the house by Showkat Shafi  Mothers: The Widows of Vrindavan By Sascha Richter Le  Abandoned: No Widow Left Behind  <u>Websites:</u> <a href="https://www.youtube.com/watch?v=GViU8Bs08oQ">https://www.youtube.com/watch?v=GViU8Bs08oQ</a>  <a href="https://www.aljazeera.com/indepth/inpictures/2016/03/windows-india-children-threw-house-160303111807076.html">https://www.aljazeera.com/indepth/inpictures/2016/03/windows-india-children-threw-house-160303111807076.html</a>	<u>Codex Selections</u> "Tuesday of the Other June" By Norma Fox Mazer  "Life Doesn't Frighten Me" By Maya Angelou (time pending)  <u>Poem</u> "If I Can Stop One Heart From Breaking" By Emily Dickinson (time pending)  <u>Article</u> Fostering Love and Care: Textual Analysis Passage & Multiple Choice Questions	<u>Music Video</u> Watch Lykke Li's Moving "Utopia" Video  <u>National Geographic Article:</u> "Inside North Korea" by Lisa Ling  <a href="https://www.schooltube.com/video/27d71ef1ba0a4bf3ad72/Inside+Undercover+in+North+Korea+-+National+Geographic/">https://www.schooltube.com/video/27d71ef1ba0a4bf3ad72/Inside+Undercover+in+North+Korea+-+National+Geographic/</a>  <u>Article</u> Picked baby's name? Not so fast, in Denmark By Lizette Alvarez Who, What, Why: Why do some countries regulate baby names?
<b>Reading Standards</b>	Lit. 1,2,3,6,7,8,10	Lit. 1,2,3,4,5,6,9	Lit. IT 1,3,4,6,7,8	Lit. 1,2,3,4,5,6,9
<b>Student Objectives</b>	-Investigate interpretive questions about a text, support ideas with evidence, and consider other students' answers  -Self monitor for comprehension by marking/ annotating reactions to a text.	-Analyze a culture through the lens of fiction and non-fiction  -Analyze the importance and effect of cultural traditions on the protagonist.  -Form a thesis and use text evidence to support	-Examine how characters in a story respond to challenges  -Discover what individuals learn from their experiences  -Analyze the tools characters need to overcome adversity	-Analyze how a dictatorship can cause conflict for the protagonists.  -Analyze how political strife causes the protagonists to make sacrifices.  -What lessons does the

	<p>-Use interpretive questioning to engage others in an authentic discussion of literature.</p> <p>-Socratic Seminar Discourse - using interpretive questions to push student thinking and discussion based on a text</p>	<p>it</p> <p>-Synthesize fiction and non-fiction sources</p>	<p>-Synthesize real life incidences of abandonment with fiction to develop a literary analysis.</p>	<p>protagonist learn from a man vs. society conflict?</p> <p>-Empathize with a character's plight within a dictatorship</p>
<b>Writing</b>	Narrative Essay(s)	Informative/Explanatory Essay(s)	Argumentative Essay(s)	Persuasive Essay/Project - Is a utopian society better than our society??
<b>Assessment</b>	<p>Differentiated paragraph writing assessments at the end of each GBRT Selection</p> <p>Independent Book Project Presentation #1</p> <p>Build a diorama of a "The Perfect Futuristic Home"</p> <p>Performance Series #1</p> <p>GBRT On-Demand Writing Piece</p> <p>Portfolio Writing Piece</p> <p>Vocabulary Tests</p>	<p>Homeless Bird Unit Test</p> <p>On-Demand Writing Piece</p> <p>Portfolio Writing Piece</p> <p>Vocabulary Tests</p>	<p>Performance Series #2</p> <p>Gilly Hopkins Unit Test</p> <p>Independent Book Project Presentation #2</p> <p>On-Demand Writing Piece</p> <p>Portfolio Writing Piece</p> <p>Vocabulary Tests</p> <p>Ready NY preparation Assessment</p>	<p>Performance Series #3</p> <p>The Giver Unit Test</p> <p>Group Project - Utopia</p> <p>Independent Book Project Presentation #3</p> <p>Vocabulary Tests</p>
<b>Writing Standards</b>	<p>WS 1a-c, e</p> <p>WS 2a-d, f</p> <p>W 6,7</p> <p>W 9a &amp; b</p>	<p>WS 1a-c, e</p> <p>WS 2a-d, f</p> <p>W 6,7</p> <p>W 9a &amp; b</p>	<p>W1b, e</p> <p>W2a-d, f</p> <p>W4</p> <p>W5</p> <p>W6</p>	<p>WS 1a-c, e</p> <p>WS 2a-d, f</p> <p>W 6,7</p> <p>W 9a &amp; b</p> <p>W 6.10</p>