

# Grade 6: Year-Long Instructional Planner

## Model #1

SEQUENCE	INSTRUCTIONAL UNIT	TEXTS	GENRES	TOPICS/THEMES	ASSESSMENT
UNIT 1 - RCD 4 weeks	<b>Reading Closely for Textual Details [RCD]: “The Wolf you Feed”</b>	<ul style="list-style-type: none"> <li>RCD Unit Texts</li> <li>RCD Extended Reading: “Why Wolves Are Forever Wild and Dogs Can Be Tamed,” Viegas</li> </ul>	Informational and Literary <ul style="list-style-type: none"> <li>Legends, Photos, Art</li> <li>Informational/Scientific Texts</li> <li>Fiction: Novel excerpts</li> </ul>	<ul style="list-style-type: none"> <li>Wolves and Humans</li> <li>Wolf Behavior</li> <li>Wolves in Legends and Stories</li> <li>Choices in Life</li> </ul>	<ul style="list-style-type: none"> <li>Explanatory Writing: Evidence-based Text Interpretation</li> <li>Text-centered Discussion</li> <li>CLP Tools</li> </ul>
LOCALLY CHOSEN TEXT 4 weeks	RCD in Literature: Novel	<ul style="list-style-type: none"> <li><i>The Call of the Wild</i>, London</li> <li>1935 and/or 1972 film adaptations</li> </ul>	Literary <ul style="list-style-type: none"> <li>Short Novel (Novella)</li> <li>Film Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>Adventure Novel Form</li> <li>Human/animal Interactions</li> <li>Choices in Life</li> </ul>	<ul style="list-style-type: none"> <li>Comparative Writing: Text and Film</li> <li>CLP Tools</li> </ul>
UNIT 2 - EBC 3 weeks	<b>Making Evidence Based Claims [EBC]: “Connecting the Dots”</b>	<ul style="list-style-type: none"> <li>“Stanford University Commencement Address,” Steve Jobs</li> </ul>	Informational <ul style="list-style-type: none"> <li>Commencement Speech</li> </ul>	<ul style="list-style-type: none"> <li>Stories as Metaphors</li> <li>Life and Death</li> <li>Choices in Life</li> </ul>	<ul style="list-style-type: none"> <li>Argumentative Writing: EBC Essay</li> <li>CLP Tools</li> </ul>
LOCALLY CHOSEN TEXT 1-2 weeks	EBC in Literature: Poetry	<ul style="list-style-type: none"> <li>“The Road Not Taken,” Frost</li> <li>Optional: Other Frost or thematic poems</li> </ul>	Literary <ul style="list-style-type: none"> <li>Closed-form Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Poetry</li> <li>Imagery/Metaphor/Symbolism</li> <li>Choices in Life</li> </ul>	<ul style="list-style-type: none"> <li>Explanatory Writing: Poetry Explication</li> <li>Text-centered Discussion</li> <li>CLP Tools</li> </ul>
LOCALLY CHOSEN TEXT 5 weeks	Apply RCD and EBC activities and materials in Literature: Novel	<ul style="list-style-type: none"> <li>Text-based Unit: <i>A Wrinkle in Time</i>, L’Engle</li> <li>Film or graphic novel adaptations</li> </ul>	Literary <ul style="list-style-type: none"> <li>Fantasy/Science Fiction Novel</li> <li>Film or graphic adaptations</li> </ul>	<ul style="list-style-type: none"> <li>Third Person Omniscient Narration</li> <li>Good vs. Evil</li> <li>Conformity vs. Independence</li> <li>Choices in Life</li> </ul>	<ul style="list-style-type: none"> <li>Multi-media Presentation</li> <li>CLP Tools</li> </ul>
LOCALLY CHOSEN TEXT 3 weeks	Apply RCD and EBC activities and materials in an independent reading unit	<ul style="list-style-type: none"> <li>Student Choice – Accountable Independent Reading</li> <li>Close reading/claims about an individual’s life choices</li> </ul>	Literary, Nonfiction <ul style="list-style-type: none"> <li>Biography/Autobiography</li> <li>Personal Narrative/Memoir</li> </ul>	<ul style="list-style-type: none"> <li>Topical Area of student-selected book (e.g., history, the arts, sports, etc.)</li> <li>Choices in Life</li> </ul>	<ul style="list-style-type: none"> <li>Personal Narrative Writing: Future Turning Point</li> <li>Panel Discussions – organized by topical area</li> </ul>
UNIT 3 - RDU 4 weeks	<b>Researching to Deepen Understanding [RDU]: Prehistoric Cave Art</b>	<ul style="list-style-type: none"> <li>RDU Unit Texts</li> </ul>	Informational <ul style="list-style-type: none"> <li>Informational Texts - Media and Print</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry/Research Processes</li> <li>Prehistoric Cultures and Art</li> <li>Anthropology</li> </ul>	<ul style="list-style-type: none"> <li>Reflective Narrative Writing: Evidence-based Perspective</li> <li>Class Multi-media Presentation</li> </ul>
UNIT 4 - EBA 6 weeks	<b>Developing Evidence Based Arguments [EBA]: Energy Crossroads</b>	<ul style="list-style-type: none"> <li>EBA Unit Texts</li> </ul>	Informational <ul style="list-style-type: none"> <li>Informational and Scientific Texts</li> <li>Informational Multi-media</li> <li>Arguments</li> </ul>	<ul style="list-style-type: none"> <li>Argumentation</li> <li>Multiple Perspectives</li> <li>Energy Use and Sources</li> <li>Hydraulic Fracturing – Benefits and Problems</li> </ul>	<ul style="list-style-type: none"> <li>Research-based Argument Writing</li> <li>Optional Multi-media Presentation</li> </ul>
LOCALLY CHOSEN TEXT 4 weeks	Culminating Group Project: Apply RDU and EBA activities and materials in a group project covering environmental issues	<ul style="list-style-type: none"> <li>Essays, Articles and Speeches selected by the teacher and students</li> </ul>	Literary, Nonfiction <ul style="list-style-type: none"> <li>Essays, Speeches, and Op-Ed Pieces on the Environment</li> </ul>	<ul style="list-style-type: none"> <li>The Essay Form</li> <li>Environmental Issues and Views</li> <li>Climate Change and Politics</li> </ul>	<ul style="list-style-type: none"> <li>Reflective Narrative Writing: What I’ve Learned</li> <li>Text-centered Discussion</li> <li>Research-based Class Debate</li> </ul>