

# Leadership Academy at Forest Oak

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## 6 Weeks Overview

### Scholastic Comprehension Club Grade 6 Genre: Drama and Poetry

This unit bundles student expectations that address analyzing and writing literary texts, specifically poetry and drama. These genres represent creative writing and narratives that include literary elements and devices. Readers read and experience poetry and drama as art forms that provide insight into diverse perspectives about the world.

In Reading, students read, respond to/write about, and discuss multiple poems and scenes from plays while employing strategies to support comprehension such as interacting with the text through notetaking. Students analyze author's purpose and audience, genre characteristics, and author's craft, including literary elements and devices. Students also utilize text evidence to support their inferences. Through a transfer of reading comprehension skills, students learn how to apply author's craft to their own practices as writers and writing products.

In Word Study, students continue to learn and build comprehension of unfamiliar grade-level academic vocabulary through authentic reading and writing practices and utilize newly acquired vocabulary in their own responses, both oral and written.

In Collaboration, students engage in discussion to develop a deeper understanding of a literary text by sharing their own analysis of a text using textual evidence and responding to the perspectives and analyses of others. Students confer with peers to help each other as writers as they engage in a writing community.

In Writing, students create a literary text (poem or scene of a play) and apply genre characteristics and author's craft to their drafts. Students practice each stage of the writing process through publication and apply author's craft learned during reading comprehension activities and assignments to their own writing products. In revising, students review their texts for focus. In editing their poetry and scenes, students apply conventional and purposeful use of spelling skills to enhance the readers' and audience's experience.

#### **Misconceptions**

- Students may think that there are static stages to crafting a text, rather than understanding that each author has their own cyclical and recursive writing processes.
- Some students may think topic and theme are the same thing.
- Although some students may know that writers plan before they draft, they may not understand that planning also includes identifying a writing purpose and audience.
- Some students think that poetry must always rhyme or follow a specific pattern.
- Some students may think that the poet and the speaker in the poem are always the same.
- Some student may not think it is important to analyze other authors' writing in order to develop their own craft and style.
- Some students may think that mood and tone are the same thing.

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Important Dates	Teaching Resources
<ul style="list-style-type: none"><li>• November 7th: Start of the 3rd 6 Weeks</li><li>• November 8th: Reading Benchmark</li><li>• November 9th: Math Benchmark</li><li>• November 20th - 24th: Thanksgiving Break</li><li>• December 21st: End of the 3rd 6 Weeks &amp; Fall Semester</li><li>• 1 day for Data conferences after each 6 week's assessments</li></ul>	<p><a href="#">Literacy Block Breakdown</a> <a href="#">Unit Vocabulary</a> <a href="#">Unit Understanding and Questions</a> <a href="#">TEKS Clarification</a> <a href="#">Lead4ward</a> <a href="#">Stimulus/Visual</a> <a href="#">Thinking Stems</a> <a href="#">Formative Assessment List</a> RACE Rubric <a href="#">RACE Exemplar</a> ECR Rubric <a href="#">ECR Exemplar</a> <a href="#">School Calendar</a> <a href="#">Student DATA Tracker (updated every 6 weeks)</a></p>

SCR 1x a week

Multiple Choice/New Item Type 3x a week

Read Alouds
SIRIUS - Skill Lesson 4: Analyzing Poetry Scholastic Scope TBD

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WEEK 1	MON	11/6/23	TUES	11/7/23	WED	11/8/23	THURS	11/9/23	FRI	11/10/23
Student Expectation (SE)	<b>Professional Learning Day</b>  <b>No Students</b>		<b>Assessment Reteach</b>		<b>Reading Benchmark</b>		<b>Math Benchmark</b>		6.8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.	
Writing TEK Grammar Warm-Up									<b>SIRIUS: Lesson 5 Choosing Correct Spellings</b>  Introduction  Build Skills - Spelling Rules: Suffixes	
Objective:									The student will be able to analyze forms of poetry by reading and analyzing distinctive poetic features and techniques.	
STAAR Closure Question									The line breaks in stanzas 2 and 3 helps create –	

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WEEK 2	MON	11/13/23	TUES	11/14/23	WED	11/15/23	THURS	11/16/23	FRI	11/17/23
<b>Student Expectation (SE)</b>	6.8(B) Analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.		6.9(F) Analyze how the author's use of language contributes to mood and voice.		6.9(F) Analyze how the author's use of language contributes to mood and voice.		Options: 6.2(A) 6.5(F) 6.8(B) 6.9(F) Typing Revising Editing		6.5(F) Make inferences and use evidence to support understanding.	
<b>Writing TEK Grammar Warm-Up</b>	<b>SIRIUS: Lesson 5 Choosing Correct Spellings</b>  Build Skills - Spelling Rules: Plural with F/FE, I before E		<b>SIRIUS: Lesson 5 Choosing Correct Spellings</b>  Build Skills - Homophones and Commonly Confused Words		<b>SIRIUS: Lesson 5 Choosing Correct Spellings</b>  Build Skills - Homophones and Commonly Confused Words		<b>Small Groups &amp; Stations</b>		<b>SIRIUS: Lesson 5 Choosing Correct Spellings</b>  Build Skills	
<b>Objective</b>	The student will be able to analyze structural elements and how they contribute to meaning and tone in the poem.		The student will be able to identify the author's use of language and determine how language contributes to mood, voice, and meaning in the text.		The student will be able to explain how mood and voice reinforce the poet's message and purpose.				The student will be able to use evidence to support understanding by determining the words, phrases, and lines that best support an inference.	
<b>STAAR Closure Question:</b>	Explain what the poet's repetition of the phrase "next to nothing" in stanzas 5 and 6 reveals about the speaker's attitude toward his labor.		Which words best describe the mood of the poem?		How does the use of language in line(s) _____ contribute to the poet's voice?				Based on the descriptions in lines _____, the reader can infer that the speaker believes –	

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WEEK 3	MON	11/27/23	TUES	11/28/23	WED	11/29/23	THURS	11/30/23	FRI	12/1/23
<b>Student Expectation (SE)</b>	6.9(D) Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.		6.9(D) Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.		6.9(D) Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.		Options: 6.2(B) 6.5(F) 6.8(B) 6.9(F) 6.9(D) Typing Revising Editing		6.9(D) Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.	
<b>Writing TEK Grammar Warm-Up</b>	<b>SIRIUS: Lesson 5 Choosing Correct Spellings</b>  Guided Practice - <i>The Book Safe</i>		<b>SIRIUS: Lesson 5 Choosing Correct Spellings</b>  Independent Practice - <i>Squirrel Trouble</i> , Self-Evaluation		<b>SIRIUS: Lesson 6 Choosing Correct Capitalization</b>  Introduction  Build Skills - Capitalize the First Word in a Direct Quotation		<b>Small Groups &amp; Stations</b>		<b>SIRIUS: Lesson 6 Choosing Correct Capitalization</b>  Build Skills - Capitalize Geographical Names, Capitalize Family Titles Used as Names	
<b>Objective</b>	The student will be able to describe how the author's use of personification achieves a specific purpose.		The student will be able to describe how the author's use of simile achieves a specific purpose.		The student will be able to describe how the author's use of simile achieves a specific purpose.				The student will be able to use well-chosen evidence from the text to support conclusions and inferences.	
<b>STAAR Closure Question</b>	What is the most likely reason the poet uses personification throughout the poem?		Read lines __ through __.  What does the simile in these lines suggest about ____?		Why does the poet include a simile in line __?				Read these lines from the poem.  The poet uses these lines to show that the speaker feels –	

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WEEK 4	MON	12/4/23	TUES	12/5/23	WED	12/6/23	THURS	12/7/23	FRI	12/8/23
<b>Student Expectation (SE)</b>	6.7(B) Analyze how the characters' internal and external responses develop the plot.		6.7(C) Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.		6.7(C) Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.		Options: 6.5(F) 6.6(D) 6.7(B) 6.7(C) Typing Revising Editing		6.6(D) Paraphrase and summarize texts in ways that maintain meaning and logical order.	
<b>Writing TEK Grammar Warm-Up</b>	<b>SIRIUS: Lesson 6 Choosing Correct Capitalization</b>  Build Skills - Other Names that should be Capitalized		<b>SIRIUS: Lesson 6 Choosing Correct Capitalization</b>  Guided Practice - <i>The Book Safe</i>		<b>SIRIUS: Lesson 6 Choosing Correct Capitalization</b>  Independent Practice - <i>The Rock and Roll Hall of Fame, Self-Evaluation</i>		<b>Small Groups &amp; Stations</b>		<b>SIRIUS: Lesson 7 Using Punctuation Correctly</b>  Introduction  Build Skills - Using Commas to Create Complex Sentences	
<b>Objective</b>	Students will be able to analyze how the characters' responses develop the plot by considering the implications of their conflict.		Students will be able to identify and analyze the exposition and rising action of a play, and how they are connected and significant to the narrator.		Students will be able to identify and analyze the climax, falling action, and resolution of a play, and how they are connected and significant to the narrator.				Students will be able to identify the important events that summarize a play.	
<b>STAAR Closure Question</b>	Which sentence(s) best expresses the main conflict?		Why are the events in paragraph ___ important to the rising action of the drama?		In what way does (action) in line ___ contribute to the resolution of the drama?				What is the best summary of the drama?	

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WEEK 5	MON	12/11/23	TUES	12/12/23	WED	12/13/23	THURS	12/14/23	FRI	12/15/23
<b>Student Expectation (SE)</b>	6.7(D) Analyze how the setting, including historical and cultural settings, influences character and plot development.		6.7(A) Infer multiple themes within and across texts using text evidence.		6.8(C) Analyze how playwrights develop characters through dialogue and staging.		Options: 6.6(D) 6.7(A) 6.7(C) 6.7(D) Typing Revising Editing		6.8(C) Analyze how playwrights develop characters through dialogue and staging.	
<b>Writing TEK Grammar Warm-Up</b>	<b>SIRIUS: Lesson 7 Using Punctuatin Correctly</b>  Build Skills - Using Commas with Introductory Elements, Using Commas with Transitions		<b>SIRIUS: Lesson 7 Using Punctuatin Correctly</b>  Build Skills - Using Apostrophes to Show Possession		<b>SIRIUS: Lesson 7 Using Punctuatin Correctly</b>  Guided Practice - <i>The Book Safe</i>		<b>Small Groups &amp; Stations</b>		<b>SIRIUS: Lesson 7 Using Punctuatin Correctly</b>  Independent Practice - <i>The First Speeding Ticket</i> , Self-Evaluation	
<b>Objective</b>	Students will be able to analyze literary elements such as characterization and how it interact with setting.		Students will be able to infer the theme of a drama.		Students will be able to interpret dialogue to determine details about characters' traits and actions.				Students will be able to analyze how playwrights develop characters by reading stage directions and determining details about characters.	
<b>STAAR Closure Question</b>	Which element of the setting has the greatest effect on the characters in the play?		Read line ____.  How does this line support a major theme of the drama?		From (character's name) dialogue throughout the play, you can conclude that –				Read these lines from the selection.  What does the stage directions in these lines suggest about (character's name)?	

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WEEK 6	MON	12/18/23	TUES	12/19/23	WED	12/20/23	THURS	12/21/23	FRI	12/22/23		
Student Expectation (SE)	<b>ASSESSMENT PREP &amp; REVIEW</b>		<b>SIX WEEKS ASSESSMENT</b>		<b>SIX WEEKS ASSESSMENT</b>		<b>SIX WEEKS ASSESSMENT</b>		<b>TEACHER PREP NO STUDENTS</b>			
Writing TEK	6.11(B) Compose informational texts, including multi-paragraph essay that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.				ECR		ECR					
Objective	Students will be able to analyze an ECR prompt, break it down and compose an essay.		Students will be able to show understanding of taught TEKS by using test taking strategies and completing the six weeks assessment.		Students will be able to show understanding of taught TEKS by using test taking strategies and completing the six weeks assessment.  Students will be able to analyze an ECR prompt, break it down and compose an essay.		Students will be able to show understanding of taught TEKS by using test taking strategies and completing the six weeks assessment.  Students will be able to analyze an ECR prompt, break it down and compose an essay.					
STAAR Closure Question	Teacher/Student Conferencing											