

## GRADE 6: SCOPE & SEQUENCE ~ CA Wonders 2016-2017

DRAFT

REVISED 11/8/16

WONDERS UNIT	UNIT DESCRIPTION	Reading: <i>Literature</i>	Reading: <i>Informational</i>	Writing	Speaking and Listening	Language	ELD
Please note that the standards listed to the right will be assessed on the <b>2016-17 FUSD Interim Assessments:</b>		<b>RL 6.1</b> <b>RL 6.2</b> <b>RL 6.3</b>	---	---	---	<b>L 6.2b</b> <b>L 6.3a</b> <b>L 6.4a</b> <b>L 6.4d</b> <b>L 6.6</b>	Using the California ELA/ELD Framework and the Wonders English Language Development Teacher's Edition, highlight complementary ELD standards depending on the needs of your English Learners that include: <ul style="list-style-type: none"> <li>Interacting In Meaningful Ways (Section 1/Part I: 12 standards),</li> <li>Learning About How English Works (Section 1/Part II: 7 standards), and</li> <li>Using Foundational Literacy Skills (Section 1/Part III).</li> </ul> *Each TE outlines a weekly Suggested Learning Plan that can be customized for students' language
<b>Interim 1</b> (October 3-14, 2016)			<b>RI 6.1</b> <b>RI 6.2</b> <b>RI 6.3</b> <b>RI 6.4</b> <b>RI 6.5</b> <b>RI 6.10</b>	<b>W 6.9b</b>		<b>L 6.2a</b> <b>L 6.4a, b</b> <b>L 6.5a, b</b> <b>L 6.6</b>	
<b>Interim 2</b> (January 23-February 3, 2017)							
<b>Unit 1</b> <i>Changes</i>	Students will understand how changes can transform the way people see the world in which they live. Students will also be looking at how new experiences can offer new perspectives on things we may take for granted. Students will read several pieces of literature and informational text about the unit theme, engage in collaborative discussions, and integrate their ideas in writing. This unit provides an opportunity to understand how authors develop stories around a situation using descriptive details and the explicit use of evidence to deliver a message. Students will learn to compare and contrast the structure of how authors present ideas or events. Students will write a narrative story with a clear plot, sequence of events, and details from sources to add realistic details to setting and characters.	<b>RL 6.1</b> <b>RL 6.2</b> <b>RL 6.3</b> RL 6.4 RL 6.5 RL 6.10	<b>RI 6.1</b> <b>RI 6.2</b> <b>RI 6.6</b> <b>RI 6.7</b> RI 6.8 RI 6.10	<b>W 6.1a</b> <b>W 6.2a, b</b> <b>W 6.3a</b> W 6.6 W 6.7 W 6.8 W 6.9a, b W 6.10	SL 6.1b-d SL 6.2 SL 6.3 <b>SL 6.4</b>	L 6.1e <b>L 6.2b</b> <b>L 6.3a</b> <b>L 6.4a, b</b> L 6.4d L 6.5a <b>L 6.6</b>	

Unit Overview Standards appear in bold

<b>Unit 2</b> <i>Excursions Across Time</i>	<p>Students will learn how some of the contributions made by past civilizations have significance and impact on the world today. Students will read several pieces of literature and informational text about the unit theme, engage in collaborative discussions, and integrate their ideas in writing. Students will learn how to identify various text structures such as problem/solution and sequence. Students will read multiple texts in the same genre during the course of the week and be able to compare and contrast characters and events in the stories. To summarize the information learned, students will recall facts or events in the text presented in multiple formats. After compiling and synthesizing information from the unit selections, students will write an informative/explanatory piece that examines the topic and conveys ideas and information clearly.</p>	<b>RL 6.1</b> <b>RL 6.2</b> <b>RL 6.3</b> <b>RL 6.5</b> <b>RL 6.6</b> <b>RL 6.9</b> <b>RL 6.10</b>	<b>RI 6.1 RH 6.1</b> <b>RI 6.2 RH 6.2</b> <b>RI 6.3</b> <b>RI 6.4</b> <b>RI 6.5 RH 6.5</b> <b>RI 6.7 RH 6.7</b> <b>RI 6.8</b> <b>RI 6.10</b>	<b>W 6.1a</b> <b>W 6.2b</b> <b>W 6.3a</b> <b>W 6.6</b> <b>W 6.7</b> <b>W 6.8</b> <b>W 6.9a, b</b> <b>W 6.10</b>	<b>SL 6.1b-d</b> <b>SL 6.2</b> <b>SL 6.3</b> <b>SL 6.5</b>	<b>L 6.2a, b</b> <b>L 6.4b</b> <b>L 6.4d</b> <b>L 6.5a</b> <b>L 6.5c</b> <b>L 6.6</b>	<p>proficiency (Emerging, Expanding or Bridging) and dedicated ELD instructional time.</p> <p>*While attending to your EL students' instructional needs, consider how you will plan and deliver integrated and/or designated ELD instructional time.</p>
<b>Unit 3</b> <i>Accomplishments</i>	<p>Students will focus on how people can accomplish their goals. Students will discuss people working together and sharing ideas to achieve a common goal. Students will read several pieces of literature and informational text about the unit theme, engage in collaborative discussions, and integrate their ideas in writing citing relevant evidence. Students will also explore how authors use reasoning to support their point of view. Students will write in argumentative writing form, incorporating ideas from the unit selections to support a point of view based on reasoning and evidence and acknowledge counter arguments.</p>	<b>RL 6.1</b> <b>RL 6.2</b> <b>RL 6.3</b> <b>RL 6.5</b> <b>RL 6.10</b>	<b>RI 6.1 RST 6.1</b> <b>RI 6.2</b> <b>RI 6.3</b> <b>RI 6.5</b> <b>RI 6.7</b> <b>RI 6.8</b> <b>RI 6.10</b>	<b>W 6.1a</b> <b>W 6.2a</b> <b>W 6.3b, c</b> <b>W 6.6</b> <b>W 6.7</b> <b>W 6.8</b> <b>W 6.9a, b</b> <b>W 6.10</b>	<b>SL 6.1b-d</b> <b>SL 6.2</b> <b>SL 6.3</b> <b>SL 6.4</b> <b>SL 6.5</b>	<b>L 6.1</b> <b>L 6.1e</b> <b>L 6.2</b> <b>L 6.2b</b> <b>L 6.4b</b> <b>L 6.4a, d</b> <b>L 6.5b</b> <b>L 6.6</b>	

<b>Unit 4</b> <i>Challenges</i>	<p>Students will discuss how people meet challenges and solve problems. Students will focus on environmental challenges, and how human activity is changing the Earth. Students will read several pieces of literature and informational text about the unit theme, engage in collaborative discussions, and integrate their ideas in writing citing relevant evidence. Through discussion and notetaking, students will learn how authors craft connections between events and ideas and use that information to distinguish their own point of view from that of the author. Students will write narratives using ideas from the unit theme to develop imagined experiences using effective technique, descriptive details, and clear event sequences.</p>	<b>RL 6.1</b> <b>RL 6.2</b> RL 6.3 RL 6.5 RL 6.6 RL 6.10	RI 6.1 RI 6.2 <b>RI 6.3</b> RI 6.5 RH 6.5 <b>RI 6.6</b> RI 6.7 <b>RI 6.8</b> RI 6.10	<b>W 6.1a, b</b> <b>W 6.3a, d</b> W 6.3b W 6.6 W 6.7 W 6.8 W 6.9a, b W 6.10	SL 6.1b-d SL 6.2 SL 6.3 <b>SL 6.5</b>	<b>L 6.1a, c, d</b> L 6.1b <b>L 6.2b</b> <b>L 6.4a</b> L 6.4c, d <b>L 6.5a</b> <b>L 6.6</b>	
<b>Unit 5</b> <i>Discoveries</i>	<p>Students will explore how discoveries can open new possibilities. Students will read several pieces of literature and informational text about the unit theme, engage in collaborative discussions, and integrate their ideas in writing citing relevant evidence. Students will compare and contrast the cause and effect relationships between actions and ideas that contribute to a sequence of events. Students will write, based on informative texts related to the unit theme to examine specific topics and convey ideas and information clearly.</p>	RL 6.1 <b>RL 6.3</b> <b>RL 6.5</b> RL 6.10	RI 6.1 RI 6.2 RI 6.3 <b>RI 6.5</b> RST 6.5 <b>RI 6.6</b> <b>RI 6.7</b> RI 6.8	<b>W 6.1c</b> <b>W 6.2a</b> <b>W 6.3b</b> W 6.6 <b>W 6.7</b> W 6.8 W 6.9a, b W 6.10	SL 6.1b-d SL 6.2 SL 6.3 <b>SL 6.2a</b>	<b>L 6.1</b> <b>L 6.2b</b> <b>L 6.4a</b> L 6.4b, c L 6.5a, b <b>L 6.5c</b> <b>L 6.6</b>	
<b>Unit 6</b> <i>Taking Action</i>	<p>Students will learn about how everything in the world is connected and how the actions of individuals can affect the world. Students will read several pieces of literature and informational text about the unit theme, engage in collaborative discussions, and integrate their ideas in writing citing relevant evidence. Students will continue to examine text structures, problem/solution, and cause and effect. They will determine the theme of a story and explore various literary elements. Students will write in argumentative writing form, incorporating ideas from the unit selections to support a point of view based on reasoning and evidence and acknowledge counter arguments.</p>	RL 6.1 <b>RL 6.2</b> RL 6.3 RL 6.4 RL 6.5 RL 6.10	RI 6.1 <b>RI 6.2</b> <b>RI 6.3</b> RI 6.4 <b>RI 6.5</b> RI 6.6 <b>RI 6.7</b> RI 6.8 RI 6.10	<b>W 6.1a</b> <b>W 6.2a</b> W 6.3a <b>W 6.3d</b> W 6.6 <b>W 6.7</b> W 6.8 W 6.9a, b W 6.10	SL 6.1b-d SL 6.2 SL 6.3 <b>SL 6.5</b>	<b>L 6.1e</b> <b>L 6.2a, b</b> L 6.3a <b>L 6.4a-c</b> L 6.4d L 6.5a, b <b>L 6.6</b>	

