

## El Rancho Unified School District

<b>Grade: 6</b> <b>Selection: <i>Hatchet</i></b> <b>Literary Genre: Realistic Fiction</b>		<b>Unit 1 - HM Theme 1: Courageous Characters</b> <b>Theme Concept:</b> To survive in nature, bravery and persistence must prevail. <b>Essential Question:</b> How are acts of courage revealed in writing?	
<b>Type of Text</b>		<b>Common Core Standards</b>	
<input checked="" type="checkbox"/> <b>Literary Text</b> <input type="checkbox"/> <b>Informational Text</b>		RL.6.1-5; W.6.1a; W.6.4; W.6.5; SL.6.1 a, c, d,; L.6.2 a, b; L.6.3 a, b; L.6.4 a, c, d	
<b>Selection Writing</b>		<i>*See Common Core State Standards and Long-term Learning Targets</i>	
<input checked="" type="checkbox"/> <b>Narrative</b> <input type="checkbox"/> <b>Opinion/ Argumentative</b> <input type="checkbox"/> <b>Informative/ Explanatory</b>		<b>Informative Text Resources:</b> <b>HM</b> “In the Wild” p 26 & 27 <b>HM</b> “Courage in the News” by Carolyn Bower p 46 & 47 Introduce byline and how to read a news article. Holt Grammar Workbook, or English Workshop Introductory Course ISBN 0-03-097173-X	
<b>Academic Vocabulary</b>			
<b>Tier 1</b> (Standard specific vocabulary)		<b>Tier 2</b> (Content specific vocabulary)	
Close Reading Fiction Theme Conflict Bravery/Courage Persistence Survival Plot Protagonist Narrative Setting Point of View Opinion Figurative Language Literary Present Exposition	Connotation Denotation Summary Analyze Tone Judgment Evidence Inference Explicit/Implicit Connotation	Hatchet Quills Self-pity Wince Nick, nicked Tinder, Kindling Consuming Slithering Hammered Straining Expression Frustration Shelter Glancing Exasperation Tendrils Cro-Magnon	Accomplished Glancing blow Ignite Gratified Rasping Apparent Gesturing/Gestures Skittered Haunches Terrified Musty Gingerly Initial Expression Staff Lance Painstaking <i>Take (MMW)</i>
<b>Essential Skills (*LOL)</b>			
<i>* See Common Core State Standards and Long-term Learning Targets</i>  <i>* Close Reading (Direct Instruction-found in HM file)</i>  <i>* Create a Plot-Hill Summary using the graphic organizer</i>  <i>* Write the universal message <i>In times of crises, one relies on bravery and persistence to survive.</i></i>  <i>* Write a thesis (theme) statement <i>In the novel <u>Hatchet</u>, Gary Paulsen,</i></i>			

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### Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Using the synopsis at the top of page 30, describe the plot, setting, and protagonist (exposition), and predict how Brian will survive in the Canadian wilderness.	30
3	In the opening paragraphs, as Brian sits in a shelter he built by a lake in the Canadian wilderness, what did he experience? How does this show what he is feeling? Cite evidence from the text.	30
2	Identify and summarize the major events that lead to Brian’s understanding of the most important means to survival.	34
3	How does Brian change as a result of this discovery from the author’s perspective? ( discouragement vs. determination)	34
2	Use context clues to determine the meaning of the phrase; <i>Brian found it was a long way from sparks to fire.</i>	38
2	Describe how the author makes the sparks seem alive through the use of figurative language.	40
3	How does Brian’s perspective of <i>the fire as his friend</i> help him resolve his problem of surviving alone in the wilderness?	43
3	What is the author’s point of view, and how does it affect the tone of the story?	text
3 and 4	Is Brian’s situation contrived or realistic? Cite evidence from the text to support your viewpoint.	text
3	What obstacles does Brian overcome, and how does he do it? Cite evidence from the text.	text
3	What does the protagonist learn about himself? Cite evidence from the text.	text

### Performance Tasks (DOK 4)

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Students will write a response-to-literature paragraph describing the effects of the events on the evolution of the character in order to convey the author’s message to the audience. Use examples from the text to support the analysis.

### Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Response to Literature Essay using theme analysis and plot/summary chart Optional: High Cluster Students: Read <i>Hatchet</i> novel	Social Studies Ch 1 / Science Ch 1 mapping skills.	

### English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging