

Curriculum Unit Template

Taneyville R-II School

2018-19

Grade Level: 6th

Subject: ELA **Quarter:** 3

Unit Title: Unit 4 Novel

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
6.RI.2.B Explain how an author's point of view or purpose is conveyed in a text.	Author's Purpose Entertain Inform Persuade	<p>Informational Text Structures Weeks One and Two:</p> <p>Nonfiction: Main Ideas: See hyperdoc link to the right.</p> <p>Alternative: Interactive Notebooks using templates. https://betterlesson.com/lesson/557903/what-s-the-main-idea (note: this can be a purchased unit as well)</p> <ol style="list-style-type: none">1. Students should prepare notebooks using templates.2. Model the process of identifying topic, topic sentence, main idea, and supporting details.3. Use mentor text as students practice the method and process.4. Students should EACH show completed, annotated, interactive notebook page. <p>Review of main ideas, supporting details, topic, topic sentence</p>	<p>https://docs.google.com/presentation/d/19DgaqcqYEEefUX1WuNU0goueP0X2m0D-sGLY5g0uXNY/edit#slide=id.g5e24a7d1c1_0_7</p>

6.RI.2.A Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	Description Compare and Contrast Order and Sequence Problem and Solution Cause and Effect	EXPLORE: Students will examine the structures of a ship and house and be prepared to explain what they learn. DISCUSS: Discuss in pairs Students should find an emoji or Gif to answer the questions: are there structures in paragraphs? LEARN: Students take notes using the graphic organizer in the hyperdoc to understand the types and characteristics of text structures. PAIR AND SHARE: Students compare their notes with another student for understanding and completion. EXPLAIN: Explain the signal words found in each structure. Discuss the characteristics of description, including <i>imagery</i> .	Class participation https://www.youtube.com/watch?v=7kWGQ-ipBY&feature=emb_logo
6.RI.2.B Explain how an author's point of view or purpose is conveyed in a text	See hyperdoc Both; similarities; differences; alike; different; opposite; similar First; second; third; then; next; finally; following	Characteristics of Discuss characteristics of the compare/contrast text structures. Discuss characteristics of order-and-sequence text structure Show how chronological events occur in time "order" and sequences occur step by step in order	Study guide.
6.W.2.A.b Expository: Develop informative/ explanatory writing to examine a topic with relevant facts, examples, and details.	See hyperdoc See hyperdoc	Discuss characteristics of problem-and-solution structure Discuss characteristics of cause-and-effect text structures.	Pre-reading packet Vocabulary workshee
6.RI.1.C Interpret visual		APPLY: See hyperdoc. Students should use arrows	

<p>6.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p>	<p>Vocabulary found in text</p>	<p>Fq2Te0 as students take notes (5 facts about author)</p> <p>4. https://www.pbs.org/video/klondike-gold-rush-klondike-gold-rush/</p> <p>Days Four and Five:</p> <ol style="list-style-type: none"> 1. Pass out pre-reading packets. 2. Complete and discuss reaction guide (below). 3. Agree/Disagree Group Activity 4. Read biography, complete reading guide, complete vocabulary for chapter 1. 5. https://www.northallegheny.org/cms/lib4/pa01001119/centricity/domain/926/callofthewild-packetcw.doc 6. https://www.northallegheny.org/cms/lib4/pa01001119/centricity/domain/926/callofthewild-packetcw.doc <p>Week 4</p> <p>Day One:</p> <p>Introduction to new material</p> <ol style="list-style-type: none"> 1. Instruct students to watch as well as listen while reading the novel. 2. https://etc.usf.edu/lit2go/151/the-call-of-the-wild/2660/chapter-1-into-the-primitive/ 3. Pause to discuss each scene. Ask students to describe what is happening. 4. Discussion questions Chapter 1 found at https://www.penguin.com/static/pdf/teachingguides/callwild.pdf 	<p>Read book Choose a quote and explain it.</p> <p>Vocabulary practice</p> <p>Visual elements activity</p>
<p>6.RL.2.B Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><i>Primitive;</i> Vocabulary found in the text</p>		

<p>6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.</p>	<p>Historical context Vocabulary found in text</p>	<p>5. Students may draw a picture of Buck as he is described in the text.</p> <p>Day Two:</p> <ol style="list-style-type: none"> 1. Show student drawings of "Buck." Hang up?? 2. Draw a map of the west coast leading to the Yukon: https://i.pinimg.com/originals/b2/11/10/b211109ae7c6fb9f8ad4b696b6065e54.jpg 3. Old book: "Klondike: Chicago's Record Book for Gold Seekers: https://www.wdl.org/en/item/17958/view/1/25/ 4. We will discuss Chapter 1 questions if needed. 5. Understand each dog's role: https://iditarodoutsider.wordpress.com/tag/sled-dog-positions/ 6. https://etc.usf.edu/lit2go/151/the-call-of-the-wild/2661/chapter-2-the-law-of-club-and-fang/ 7. Read Chapter 2 (open two copies so you can pause the recording as needed) 8. As a group, draw a map of the west coast. 9. Choose a quote from the list and explain it. <p>Day Three:</p> <p>Vocabulary</p> <ol style="list-style-type: none"> 1. Share quotes from yesterday. 1. Practice together (SMART Board) at: https://www.vocabulary.com/lists/265431/practice 	<p>Study Island session (group and individual)</p> <p>Quiz (Chapters 1 and 2)</p> <p>Character practice (activity)</p>
<p>6.RL.1.B Determine the meaning of words and phrases</p>			

<p>as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</p> <p>6.RL.1.A Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Connotation Practice using various words in connotation Positive connotation Negative connotation</p>	<p>2. Vocabulary Jam (group fun) after students practice: https://www.vocabulary.com/jam/963205</p> <p>3. Students may choose a word from the list and illustrate it.</p> <p>Day Four:</p> <p>1. Review of vocabulary 2. Study Island group session 3. Study Island individual session</p> <p>Day Five:</p> <p>1. Review for quiz 2. Quiz over chapters 1-2 of <i>Call of the Wild</i>. 3. Complete Chapter 1 reading check: https://www.northallegheny.org/cms/lib4/pa01001119/centricity/domain/926/callofthewild-packetcw.doc</p> <p>Week 5 (Include holiday Martin Luther King, Jr.)</p> <p>Day 1:</p> <p>1. Discuss plot so far (exposition, rising action). 2. Discuss character. 3. https://etc.usf.edu/lit2go/151/the-call-of-the-wild/2662/chapter-3-the-dominant-primal-beast/ 4. Read Chapter 3 as students watch and listen. 5. Students should identify at least three characteristics of Buck so far. They may write these by their drawing of Buck.</p>	<p>Connotation practice Character sheet</p> <p>Cause-and-effect practice Comprehension worksheet</p> <p>Visual elements activity.</p> <p>Comprehension quiz</p>
<p>6.RL.2.B Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Plot Characteristics Qualities Vocabulary found in text</p>		

<p>6.RL.2.C Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.</p>	<p>Vocabulary found in text: Examples: <i>trotted</i>; <i>coveted</i>; <i>retreated</i>; <i>snarling</i>; <i>bitterness</i>; <i>rage</i>; <i>smothered</i>; <i>instinct</i></p> <p>Cause and Effect Vocabulary found in text</p> <p>Tone words</p>	<p>6. Alternative: list of human qualities? Circle three and look up words</p> <p>Day 2:</p> <p>Introduction to new material</p> <ol style="list-style-type: none"> 1. Review <i>connotation</i>. 2. https://etc.usf.edu/lit2go/151/the-call-of-the-wild/2663/chapter-4-who-has-won-to-mastership/ 3. Help students identify the connotations of words in chapter 4. 4. Explain how the point of view affects this novel. Through whose eyes do we see? Why is this significant? 5. Fill in character sheet for other characters (including the dogs). <p>Day Three:</p> <ol style="list-style-type: none"> 1. Review cause and effect with students. 2. Help students identify at least three effects 3. Complete reading check for chapter 3. 4. Cause and Effect worksheet for chapter 4. Model the first two for students. 5. Modify (shorten) as needed for students with learning needs. <p>Extension</p> <p>Find one piece of art that represents the Yukon winter. Explain the theme of the piece.</p> <p>Day Four:</p>	<p>Class discussion</p> <p>Real-world connection activity “Loading a Sled” Inference assignment.</p>
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<p>6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p>6.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.</p> <p>6.RL.3.C Explain how plot and conflict reflect historical and/or cultural contexts.</p>	<p>Cause and Effect</p> <p>Critical thinking Inferring Internal conflict External conflict</p>	<ol style="list-style-type: none"> 1. May discuss some pieces of art from previous day. 2. Reading check Chapter 4 as a quiz or regular assignment: https://www.northallegheny.org/cms/lib4/pa01001119/centricity/domain/926/callofthewild-packetcw.doc 3. Encourage students to use their books to answer questions. 4. Independent reading. <p>Week 6</p> <p>Day One:</p> <ol style="list-style-type: none"> 1. Complete "Before Reading" Guide for Chapter 5. As a group or in groups, students will discuss decision making. 2. Students should watch and listen to chapter 5. 3. https://etc.usf.edu/lit2go/151/the-call-of-the-wild/2664/chapter-5-the-toil-of-trace-and-trail/ <p>Day Two:</p> <ol style="list-style-type: none"> 1. Complete Chapter 5 if needed. 2. Watch videos of Skagway, Alaska town and winter. https://www.youtube.com/watch?v=a1MOHDqB8wc 3. Ask students to identify ways the dogs are struggling in the story. 4. (Note if students are able to identify the ignorance of the novice Americans as causes for the sufferings of the dogs). 	<p>Vocabulary choice board assignment</p> <p>Comprehension worksheet</p> <p>Study Island (group and individual)</p> <p>Class Discussion</p> <p>Text-to-text connection activity. Comprehension assignment</p>
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<p>6.RL.1.A Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation</p>	<p>Vocabulary found in text</p>	<ol style="list-style-type: none"> Together, complete the "Loading a Sled" worksheet. Discuss conflicts: both internal and external <p>Day Three:</p> <p>Direct Instruction</p> <ol style="list-style-type: none"> Vocabulary Chapter 5: choice board https://4.files.edl.io/41e1/09/28/18/170940-0f26ad40-9254-40a1-8a59-f39167aae459.pdf Students should share their personal choice and results with the class. Reading check: Chapter 5 <p>Day Four:</p> <ol style="list-style-type: none"> Review of vocabulary Study Island group session Study Island individual session <p>Day Five:</p> <ol style="list-style-type: none"> Read chapter 6 Discuss Define <i>symbol</i> in literature <p>Week Seven</p> <p>Day One:</p> <ol style="list-style-type: none"> Discuss possible symbols in the story so far. Finish Reading Chapter 6: 	<p>Whole-class discussion</p> <p>Test Review</p> <p>Test</p>
<p>6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or</p>	<p>Genre Compare and contrast structures</p>	<ol style="list-style-type: none"> Discuss possible symbols in the story so far. Finish Reading Chapter 6: 	

<p>image contributes to meaning.</p> <p>6.RL.3.B Compare and contrast texts in different genres that address similar themes or topics.</p> <p>6.RI.3.B Compare and contrast one author's presentation of events with that of another.</p> <p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation</p>	<p>Vocabulary found in reading and in audio</p> <p>Exposition Rising Action Climax</p>	<p>https://etc.usf.edu/lit2go/151/the-call-of-the-wild/2665/chapter-6-for-the-love-of-a-man/</p> <ol style="list-style-type: none"> Read intro to "My Life in Dog Years" by Gary Paulson at https://www.amazon.com/dp/B002BH5HMG/ref=dp-kindle-redirect?_encoding=UTF8&btkr=1 Reading check for chapter 6 http://www.emcp.com/previews/AccessEditions/AssessmentManuals/AssessmentManuals/The%20Call%20of%20the%20Wild_Assessment%20Manual.pdf <p>Day Two:</p> <ol style="list-style-type: none"> Complete reading check Chapter 6 Discuss the plot structure of the story as stud Read Chapter 7: https://etc.usf.edu/lit2go/151/the-call-of-the-wild/2666/chapter-7-the-sounding-of-the-call/ Begin completing reading check. <p>Days Three and Four:</p> <p>Review for test</p> <ol style="list-style-type: none"> Complete reading check over chapter 7 Prepare students for test over novel. Review for test using quizziz: https://quizizz.com/admin/quiz/59cbb4bad20b91000080db3/call-of-the-wild-full-book Review using questions from test if needed 	<p>Compare and contrast film and text. Choice Board activity.</p>
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6.RL.3.A Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.		<p>Day Five:</p> <p>Test over <i>The Call of the Wild</i>.</p> <p>Week Six:</p> <p>Days One through Three:</p> <ol style="list-style-type: none"> 1. Watch film version of <i>The Call of the Wild</i>. 2. Students will complete choice boards to compare film and text. 	

Grade Level: 6th

Subject: ELA **Quarter:** 3

Unit Title: Unit 5 Poetry

6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).	<p>Poetry</p> <p>Lines</p> <p>Stanzas</p> <p>Language</p> <p>Concise</p> <p>Prose</p> <p>Rhyming Couplet</p> <p>Vocabulary found in poetry</p>	<p>Weeks Eight through Nine: Poetry</p> <p>Hyperdoc:</p> <ol style="list-style-type: none"> 1. Ask students, "What is Poetry?" 2. Write their suggestions on the board. 3. https://www.thoughtco.com/what-is-poetry-852737?print 4. Read article above together. 5. https://www.matchfishtank.org/curriculum/english-language-arts/6th-grade-english/poetry/ 6. Read "A Poem is a Little Path" 7. Discuss how the two are structured 	<p>https://docs.google.com/document/d/1_Tn_jF2U54VJ7vCGlKttobsNI1b6QQ0KVJOFUmpzARc/edit</p> <p>Whole-class discussion</p> <p>Annotation practice.</p>
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<p>6.RL.2.C Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.</p>	<p>Meter Iamb(ic) Trochaic Stressed syllables Unstressed syllables Foot Free Verse Scan(sion)</p>	<ol style="list-style-type: none"> 1. https://sites.google.com/a/bvsvd.org/mrs-austin-s-class-language-arts-literacy-website/7th-grade-language-arts/6th-grade-la-research 2. https://www.slideshare.net/thornton61/meter-in-poetry-middle-school 3. https://www.youtube.com/watch?v=tS4-8rJMC2U&t=283s 4. http://web.archive.org/web/20100415220834/http://eolit.hrw.com/hlla/litelem/poetry.pdf 5. Practice using "I, Too..." 6. https://www.youtube.com/watch?v=yJRR0fM71uI 7. Write a poem using the da-DUM rhythm (iambic) 8. http://www.therhythmtrainer.com/ 	<p>Meter scansion practice Write a poem (assignment)</p>
<p>6.RL.1.A Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Rhyme Scheme Rhythm Vocabulary found in text</p>	<ol style="list-style-type: none"> 1. Review of rhyme scheme 2. Review of rhythm 3. Possible: http://break2012.weebly.com/uploads/1/3/5/8/13582971/we_are_all_poets_-_final.pdf 4. See Day 2: students will categorize poems according to similarities and differences 5. Casey at the Bat: http://break2012.weebly.com/uploads/1/3/5/8/13582971/we_are_all_poets_-_final.pdf 1. Review of meter and rhyme using: https://www.familyfriendpoems.com/collecion/abab-rhyme-scheme/ 2. Read book p 317. Take notes over Forms of Poetry 3. Complete guide: 	<p>Comparing and contrasting poems practice.</p>

<p>6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).</p> <p>6.RL.2.B Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Meter Narrative poem Lyric poem Concrete poem Haiku Limerick Free Verse</p>	<p>https://docs.google.com/document/d/1_ELg4_g7x0Cp66fJKjZno_uutUVRyEmBaVwSWdC1FkM/edit</p> <ol style="list-style-type: none"> Practice identifying form poems using videos or slideshows. Suggestions: https://www.youtube.com/watch?v=Zl7H6skiCPc https://www.youtube.com/watch?v=E6Z1zPytZgI https://www.youtube.com/watch?v=0Zc0tBtotrM https://www.youtube.com/watch?v=9ChBrIO33_4 Limerick: "Hickory, Dickory, Dock" Read the form poems on p 347-350 (Pearson Common Core Literature). Answer questions p 351 #4-5 <p>Direct Instruction</p> <ol style="list-style-type: none"> Practice annotating a poem as a whole class. Pass out copies of "Adventures of Isabel" p 322-323 or another poem that has stanzas, rhyme scheme, meter, and can be identified by its form. Identify the : 1) Number the lines 2) Number the stanzas 3) Rhyme scheme 4) Meter 5) Form of poem Annotate poem "Fire and Ice" by Robert Frost. Write a form poem: concrete poetry <p>Week 9</p> <ol style="list-style-type: none"> Complete study guide using p 316 of book: https://docs.google.com/document/d/1Om 	<p>Study Guide (assignment) Book assignment (p 351)</p> <p>Annotation practice Write a poem (concrete poetry)</p>
<p>6.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).</p>	<p>Review of terms so far</p>	<p>Week 9</p>	<p>Annotation practice Write a poem (concrete poetry)</p>

<p>6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning</p> <p>6.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.</p> <p>6.RL.2.C Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.</p>	<p>Connotation Denotation Tone Imagery</p> <p>Various tone words, according to the text</p> <p>Simile Metaphor Personification Hyperbole Onomatopoeia Idiom</p>	<p>P7zFejT5Y62JWH0VYha98uGVf4fDW94MffT7yDz4w/edit</p> <ol style="list-style-type: none"> Discuss the use of tone in the poem "Abuelito Who" on p 337 In groups, students should choose a poem from p 357-362 to read aloud. EACH student should read a poem aloud.. Review of figurative language: https://www.youtube.com/watch?v=ls00WrpTp88 Remind students that songs are poetry put to music!! Quiz over poetry Read "Cynthia in the Snow" p 362 and talk about how onomatopoeia contributes to the meaning of the poem. Ask students to identify other sound devices. Read "The Fairies' Lullaby" p 360 and identify the use of imagery, to create meaning in a poem. Read "No Thank You" by Shel Silverstein and discuss the use of alliteration and any other devices. p 362 "Language Study" Study Island <p>Sound Devices</p> <ol style="list-style-type: none"> Review of figurative language in poetry Pass out copies of standardized questions. Introduce term <i>alliteration</i>. Give examples of alliteration in poetry and song: https://www.youtube.com/watch?v=5_b845Lxtq4 Ask students to think of one use of alliteration in a song, ad, or poem. 	<p>Study Guide p 316 Group activity (every student reads aloud)</p> <p>Quiz Book assignment p 362</p>
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<p>6.RL.2.C Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning</p> <p>6.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.</p> <p>6.W.3.A.b Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p>	<p>Alliteration Vocabulary found in poems</p> <p>Tone Mood Vocabulary found in poems Free Verse</p>	<ol style="list-style-type: none"> Show example of alliteration in rap: https://www.youtube.com/watch?v=aKdV5FvXLuI Read poems and cartoons: https://www.matchfishtank.org/curriculum/english-language-arts/6th-grade-english/poetry/lesson-7/ Pass out copies of "Circle Game" as students underline examples of alliteration. Write a poem using alliteration <p>Tone and Mood</p> <p>Introduction to new material</p> <ol style="list-style-type: none"> Review of tone and mood: https://www.youtube.com/watch?v=9tRIgAUOcnA Practice with tone and mood: https://www.osymigrant.org/ROMPoetryFormSyllablesMoodandTone.pdf Practice tone and read aloud. https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/179/TeachToneTeens.pdf Write a poem: free verse (express feeling) <p>Themes</p> <ol style="list-style-type: none"> Explain that theme is a culmination of everything we have learned about poetry: it all points toward the message of the poem Examples of themes: https://www.familyfriendpoems.com/collection/poems-with-analysis-of-form-and-technique/ Practice using poems in groups 	<p>Alliteration activity. Annotation practice</p> <p>Whole-class practice</p>
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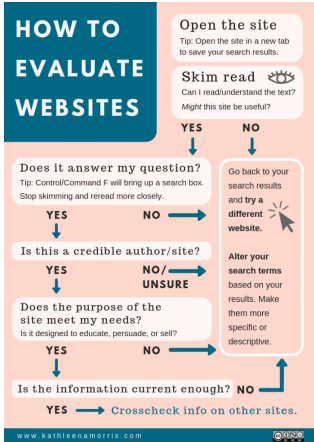
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Grade Level: 6th **Subject:** ELA **Quarter:** 4

Unit Title: Unit 6 Research/MAP Practice

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>6.SL.1.B Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>6.W.2.A Narrative: Develop</p>	<p>Media Bias Point of View Author's Purpose Vocabulary found in text</p>	<p>Unit 6: Week 10: Students will be able to recognize bias through research, personal reflection, class discussion, and various readings and videos</p> <p>https://www.cde.state.co.us/standardsandinstruction/rwc6-takeastand-pdf</p> <p>1. https://cee.nd.edu/curriculum/documents/media.pdf</p> <p>Day Two: Fact v. Opinion</p> <ol style="list-style-type: none"> 1. Review of bias 2. Rewrite a fairy tale from a different character's POV 3. Fact v Opinion 4. Gathering Information 	<p>Whole-class practice identifying bias</p> <p>Bias group activity (writing and speaking)</p>

<p>narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.</p> <p>6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas</p> <p>6.W.1.A Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</p>	<p>Fact Opinion Credible Reliable Bias</p> <p>Study Statistic Claim Fact-Checking</p> <p>Credible Source Reference Primary Source Secondary Source Reliable Source</p>	<p>5. https://www.commonsense.org/education/news-media-literacy-resource-center</p> <p>Day Three: Digital Information</p> <ol style="list-style-type: none"> 1. Presentations from previous day 2. Take notes using study guide: https://www.youtube.com/watch?v=pLlv2o6UfTU&list=PL8dPuuaLjXtN07XYqqW5KpPrtNDiCHTzU&t=0s <p>Day Four: Gathering Information</p> <ol style="list-style-type: none"> 1. Discuss various References 2. Credibility 3. Primary and Secondary Sources 4. Using whiteboards, ask students to determine the kind of resource (give choices??): https://www.proprofs.com/quiz-school/story.php?title=pretest-6th-grade-library-skill 5. Ask students to tell whether it each is primary or secondary <p>Day Five: Study Island Gathering Information</p> <ol style="list-style-type: none"> 1. Group Session: Gath Info 2. Individual Sessions: Gathering Information (differentiated) <p>SPRING BREAK</p> <p>Week Eleven: Sources and Citations</p> <p>Day One:</p> <ol style="list-style-type: none"> 1. Out of the Dust (or other whole-class book) 	<p>Presentations Study Guide</p> <p>Whole-class (group) whiteboard activity</p> <p>Study Island (group and individual)</p>
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<p>6.W.1.A Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</p>	<p>Dust Bowl Great Depression</p> <p>Search engine Scan(ning) Hyperlink Search Index Ranking Keyword Search string Evaluate</p>  <p>URL Organization</p>	<p>to practice research.</p> <ol style="list-style-type: none"> Discuss research. Ask students to identify a time when they had trouble finding the answer(s) to something online. Discuss their methods for finding answers, finding information online. Show how a search works: https://www.youtube.com/watch?v=LVV_93mBfSU Model for students by asking some of their questions in Google: first without quotes and then with them. Use the plus and minus to show how to do away with certain terms. May introduce Google Scholar to students as an extension. Keywords and Search Strings using "and" and "or." Pass out copies of Pre-Research Game Plan: https://www.bklynlibrary.org/sites/default/files/documents/Internet%20Research%20Lesson%20Plan_FULL.pdf Delve at http://www.kathleenamorris.com/2018/02/23/research-filter/ <p>Day Four:</p> <ol style="list-style-type: none"> Show how to evaluate sources: https://cpb-ap-se2.wpmucdn.com/global2.vic.edu.au/dist/8/5256/files/2018/11/Flowchart-How-to-evaluate-websites-Kathleen-Morris-lwinq0c.pdf Discuss url's... Discuss purposes of websites: 1) Personal 2) Educational 3) Business 4) Advertising 5) Government 6) Social Media 7) Other 	<p>Gathering-information for research practice activity</p> <p>Assessing a website practice</p>
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<p>6.RI.2.D Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.</p>	<p>Annotate Vocabulary found in text</p>		<p>Annotation practice Quoting practice</p>
<p>6.SL.1.C Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>			<p>Quiz (citation) Claim and evidence practice (group) Group presentation</p>

<p>6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.</p>	<p>Connect(ion) Text-to-text Text-to-self Text-to-world</p>		<p>In-text citation practice Research practice</p>
<p>6.W.3.A Organization and Content: Introduce the topic, maintain a clear focus throughout the text and provide a conclusion that follows from the text.</p>	<p>Topic Sentence Body</p>		<p>Text-to-text connections Historical context practice (writing activity)</p> <p>Conclusion practice (writing)</p>

	<p>Mood Tone Theme Vocabulary found in text</p>		<p>Study Island (group and individual session)</p> <p>Group “mood” activity (also visual elements)</p>
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	Review of all research terms		Whole-class practice for review
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Grade Level: 6th

Subject: ELA **Quarter:** 4

Unit Title: Unit 7 Speaking/Listening

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
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<p>6.RL.1.A Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.SL.6.1 <u>Engage</u> effectively in a range of <u>collaborative discussions</u></p> <p>CCSS.ELA-LITERACY.SL.6.1.C <u>Pose and respond to specific questions</u> by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and <u>draw conclusions</u> in light of information and knowledge gained from the discussions.</p> <p>CCSS.ELA-LITERACY.SL.6.2</p>	<p>Textual Evidence Vocabulary found in individual books</p>	<p>Week 10: Citation Practice (see above).</p> <p>Week 11: iReady eoy testing</p> <p>Weeks Twelve through Seventeen (break in the middle for MAP Practice and MAP Testing):</p> <p>Read Wonder: See hyperdoc</p> <p>Options: May break students into groups for activities OR assign same activity to each student simultaneously. The latter works better if students are not as challenged.</p> <p>Week Twelve: Introduction of novel with a focus on setting and primary conflicts.</p> <p>Part One: p 3-34</p> <p>Part One: p 35-80.</p> <p>Week Thirteen:</p> <p>Part Two: p 81-117</p>	<p>https://docs.google.com/presentation/d/15rCLLFEdbk980LwG1VxWCOjgP22RKvaWw4umuqXdfwc/edit</p> <p>Book Review Activities</p>
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<p>6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>6.SL.1.B Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>Effective Speaking Audience Regional accent Command Clarity Volume Project Pace Pitch</p>	<p>9. Tell one thing you learned from today's lesson (screen 6).</p> <p>10. Share with class: engage in discussion.</p> <p>Day Five:</p> <ol style="list-style-type: none"> 1. https://betterlesson.com/lesson/588750/analyzing-an-interview-with-the-author?from=search 2. Delineating a speaker's arguments. 3. Students will watch interview and take notes using the handout: 4. As questions: What was Wallace saying about why Serling wrote? 5. What kinds of stories did Serling say he wanted to write? 6. Watch a partial episode of "The Twilight Zone" (suggestion only): https://www.youtube.com/watch?v=qRHrKfRtpjM 7. Students should find an example of the writer tackling a controversial issue.. <p>Week Sixteen:</p> <p>Day One:</p> <ol style="list-style-type: none"> 1. Explain that students will be preparing to present their book reports to the class. 2. https://www.skillsyouneed.com/ips/effective-speaking.html 3. Three main elements of effective speaking: 1) The words you choose 2) Your voice 3) Your body language/nonverbals 4. Your voice: Volume, pitch, and tone. 5. Turn to a partner and practice saying the 	<p>Speaking practice activities Write a presentation</p>
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<p>6.SL.2.A Speak clearly, audibly and to the point using conventions of language as appropriate to task, purpose and audience when presenting including volume.</p>	<p>Body language Tone of voice Immediacy Expressiveness</p> <p>Analogy Statistic Transition Hook Credibility</p>	<p>following sentence in a high pitch: "I fell in the mud when I was walking home from school today!" Reverse pairs.</p> <ol style="list-style-type: none"> Practice saying the same sentence in a low pitch. Suggest for speaking practice: Tongue Twisters: https://www.youtube.com/watch?v=5pLs8gO0myg Part Two: https://www.youtube.com/watch?v=Hjq-laLlkNM Part Three: https://www.youtube.com/watch?v=KIFzSYpzNwU Continue these exercises... Begin to write a presentation for your book report. <p>Day Two:</p> <ol style="list-style-type: none"> Study Island Lesson: Study Island Group session Study Island Individual lesson <p>Day Three: Body Language</p> <ol style="list-style-type: none"> Show video: https://www.youtube.com/watch?v=XElo3ieaPuc Ask for volunteers to demonstrate how to stand. Model how to use Flipgrid or other app that allows students to record themselves using a Chromebook camera. Students should each write a statement: I would or would/not recommend the book " _____ " because... 	<p>Study Island (individual and group)</p> <p>Body language activities Speaking practice (presenting)</p> <p>Writing a presentation</p>
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<p>6.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.</p> <p>6.SL.2.A Speak clearly, audibly and to the point using conventions of language as appropriate to task, purpose and audience when presenting including volume.</p> <p>6.W.3.A.a Organization and Content: Introduce the topic, maintain a clear focus throughout the text and provide a conclusion that follows from the text.</p>		<ol style="list-style-type: none"> 5. Record videos 6. Watch videos <p>Day Four:</p> <ol style="list-style-type: none"> 1. The words you choose... 2. Four steps to presenting: https://www.youtube.com/watch?v=aGEFtRwPhE4 3. Creating a presentation without distracting the audience: https://www.youtube.com/watch?v=X50StnWVh9I 4. Students should write their presentations to accompany their book reports. <p>Day Five:</p> <p>Guided Practice</p> <ol style="list-style-type: none"> 1. Finish writing presentations 2. Guide students as they practice and present. 3. Student presentations (continue on Monday) 4. Guide students as they evaluate other speakers. <p>Week Seventeen:</p> <p>Days One and Two:</p> <ol style="list-style-type: none"> 1. Complete student presentations 2. Discuss presentations, guiding students through the role of evaluation 3. Suggest: 	<p>Presentations (speaking and listening)</p> <p>Evaluating practice</p> <p>Quiz</p> <p>Whole-class review for semester exam</p>
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<p>6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas.</p> <p>6.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas.</p> <p>6.SL.1.C Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		<p>https://faculty.chass.ncsu.edu/slatta/RUBRIC/rub5.htm</p> <p>Day Three:</p> <ol style="list-style-type: none"> 1. Review of Speaking and Listening unit. 2. Take a quiz over this section. <p>Days Four and Five:</p> <ol style="list-style-type: none"> 1. Begin reviewing for Semester Exam <p>Week Eighteen</p> <ol style="list-style-type: none"> 1. Semester 2 Exam 2. Exam make-up 3. Book Trailers for summer 4. Clean out binders and books 5. Begin reading 6. Summer Bridge activities 	<p>Semester Exam Book trailers Summer bridge activities</p>
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