GR 6 Unit 4 (Through an Animal's Eyes)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **6 weeks**
Status: **Published**

Unit Overview

Unit Title: Through an Animal's Eyes

Essential Question: What can you learn from seeing through an animal's eyes?

Standards

L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
L.SS.6.1.F	Recognize spelling conventions.
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.VL.6.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.VL.6.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.6.4.A	Interpret figures of speech (e.g., personification) in context.
L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RI.PP.6.5	Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
RI.MF.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.
W.AW.6.1.E	Provide a concluding statement or section that follows from the argument presented.
W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.NW.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	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.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on

	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.PE.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.PE.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.PE.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- HMH Writing

Web Site Resources:

- Ed Your Friend in Learning

Technology

- IXL
- EdHMH

8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.

8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Assessment

Formative Assessment

- Teacher Observation
- Comprehension Quizzes
- Running Records
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Unit Test
- On Demand Pieces
- District Benchmarks
- F&P Benchmark (special education)

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides

● Mixed Ability Grouping

ELL

● Translation device/dictionary
● In class/pull out support with ESL teacher
● Readworks level reading passages
● Additional time during intervention time
● Preferred seating
● Questions read aloud
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts

At-Risk of Failure

● Additional time during intervention time
● Readworks level reading passages
● Questions read aloud
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts

Gifted & Talented

● Independent projects
● PEP/GEM class
● Above-Level Reading Materials

Interdisciplinary Connections

ESS3.A	Natural Resources
ESS3.D	Global Climate Change

Social and Emotional Learning Connections

Learning Mindset: Social Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, Self-Awareness

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.