

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

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| ELA.L.SS.6.1.A | Ensure that pronouns are in the proper case (subjective, objective, possessive). |
| ELA.L.SS.6.1.C | Recognize and correct inappropriate shifts in pronoun number and person. |
| ELA.L.SS.6.1.F | Recognize spelling conventions. |
| ELA.L.KL.6.2.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.L.KL.6.2.B | Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| ELA.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. |
| ELA.L.VL.6.3.B | Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. |
| ELA.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). |
| ELA.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. |
| ELA.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). |
| ELA.L.VI.6.4.A | Interpret figures of speech (e.g., personification) in context. |
| ELA.L.VI.6.4.C | Analyze the impact of a specific word choice on meaning and tone. |
| ELA.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. |
| ELA.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. |
| ELA.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. |
| ELA.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. |

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| ELA.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. |
| ELA.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. |
| ELA.RL.PP.6.5 | Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). |
| ELA.RI.PP.6.5 | Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation. |
| ELA.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. |
| ELA.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. |
| ELA.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. |
| ELA.W.AW.6.1.A | Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. |
| ELA.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. |
| ELA.W.AW.6.1.C | Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. |
| ELA.W.AW.6.1.D | Establish and maintain a formal/academic style, approach, and form. |
| ELA.W.AW.6.1.E | Provide a concluding statement or section that follows from the argument presented. |
| ELA.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. |
| ELA.W.IW.6.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| ELA.W.IW.6.2.C | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| ELA.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. |
| ELA.W.NW.6.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| ELA.W.NW.6.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| ELA.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. |
| ELA.W.WR.6.5 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| ELA.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. |
| ELA.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. |
| ELA.SL.PE.6.1.A | Come to discussions prepared, having read or studied required material; explicitly draw on |

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| | that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| ELA.SL.PE.6.1.B | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| ELA.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. |
| ELA.SL.PE.6.1.D | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| ELA.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. |
| ELA.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. |
| ELA.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). |
| ELA.SL.UM.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| ELA.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
- Schoolwide Writing

Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Reading A-Z

Technology

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| CS.6-8.8.1.8.CS.1 | Recommend improvements to computing devices in order to improve the ways users interact with the devices. |
| CS.6-8.8.1.8.CS.4 | Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. |
| CS.6-8.8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |
| CS.6-8.8.1.8.DA.3 | Identify the appropriate tool to access data based on its file format. |

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
- NWEA MAPs
- F&P Benchmark

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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

SCI.MS.ESS3.A

Natural Resources

SCI.MS.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

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| WRK.9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| WRK.9.2.8.CAP.10 | Evaluate how careers have evolved regionally, nationally, and globally. |
| WRK.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.