

Level 1: Unit 2: The Power to Change

Content Area: **English Language Arts**
Course(s): **Generic Course, Language Arts 6**
Time Period: **Generic Time Period**
Length: **39 days (class periods)**
Status: **Published**

Unit Overview

Unit Overview:

Where do we get the power to change? How do both internal and external forces help us see the world from a new perspective and possibly even change the course of our lives? In this unit, you will go on a journey with Salamanca Tree Hiddle, the main character of the novel *Walk Two Moons*, as she searches for her missing mother. You will travel to Paradise Falls with an elderly man who is looking for adventure and finds instead a talking dog. You will reflect and write about changes in fictional characters, in the world, and in yourself. Finally, you will conduct research and read nonfiction in order to write about how animals have the power to change our lives for the better.

Transfer

- Reading a text closely to determine literary elements (Activities 2.5-8, 2.11-16)
- Writing and rewriting in ongoing efforts to achieve stylistic maturity (Activities 2.2, 2.6, 2.8, 2.15, 2.16)
- Focusing deliberate attention on the craft of sentence-level writing (Activities 2.3, 2.4, 2.8, 2.19)
- Identifying and applying the language of literary analysis (Activities 2.2, 2.4-7, 2.10-15)
- Varying and manipulating sentence structure for effect (Activities 2.6, 2.8, 2.16)
- Synthesizing, summarizing, paraphrasing, quoting and citing sources (2.10, 2.18, 2.19)
- Recognizing and correcting inappropriate shifts in verb tenses (LC 2.3)
- Recognizing and correcting lack of agreement between nouns (LC 2.4)

Meaning

It has been said that the only constant in life is change. In this unit, students consider this idea by looking at change and growth as a regular part of human nature. From studying characters in a novel and engaging in collaborative discussions, to examining real-life figures in literary nonfiction and conducting research, students analyze the power that internal and external forces have on an individual's life, including the relationship between animals and humans. Through these varied experiences, students learn to write a response to literature that conveys their analysis of a novel and an informational essay on how animals can positively change the life of a human.

Understandings

- To analyze literary elements
- To apply a variety of reading strategies to fiction and nonfiction texts
- To collaborate and communicate effectively
- To write informative essays
- To practice using verb tenses and creating sentence variety

Essential Questions

1. How can talking and working with others help one analyze a novel?
2. How do external forces affect a person's emotions and influence internal forces toward change?

Application of Knowledge and Skill

Students will know...

compare

contrast

inference

prediction

communication

synthesize

topic sentence

commentary

supporting details

novel

subplot

setting

literary analysis

introduction

hook

thesis statement

conclusion

nonfiction

fiction

imagery

verb tenses

pronoun usage and agreement

sentence variety

Figurative Language

parallel Structure

biography

autobiography

Students will be skilled at...

Unit 2 Part 1: Responding to Literature

- Write an expository response that addresses the prompt.
- Analyze how literary element(s)- character, plot, setting, conflict- contribute to the overall text.
- Develop ideas using relevant, supporting textual evidence.
- Introduce main idea in an engaging manner and organizes ideas logically in the middle and provides a satisfying conclusion.
- Use a variety of transitions and precise literary terms in an insightful manner.
- Demonstrate command of pronoun use, sentence variety, verb tense
- Work through all stages of the writing process.

Unit 2 Part 2: Writing an Informative Essay

- Write a multi-paragraph essay that addresses the prompt with clear focus and a sustained main idea
- Integrate relevant evidence from various sources (e.g. literature, nonfiction, personal experience, research) with detail and analyze with thoughtful commentary
- Organize essay to begin with engaging hook and clear thesis and end with an insightful conclusion
- Use a variety of transitions and topic sentences to create coherence and integrate ideas between and within body paragraphs
- Use precise, accurate diction to illustrate the topic and demonstrate command of parallel structure,

- commas in a series, and semicolons
- Work through all stages of the writing process

Academic Vocabulary

compare

contrast

inference

prediction

communication (verbal/nonverbal)

synthesize

topic sentence

commentary

supporting details

novel

subplot

setting

literary analysis

introduction

hook

thesis statement

conclusion

nonfiction

fiction

imagery

verb tenses

pronoun Usage and Agreement

sentence Variety

Figurative Language

parallel Structure

biography

autobiography

Learning Goal

Unit 2 Part 1 (Level 3):

Embedded Assessment 1-Students will be able to apply their understandings of literary elements to write an informative response to the novel *Walk Two Moons*.

Unit 2 Part 2 (Level 3):

Embedded Assessment 2-Students will be able to apply their understandings of how people can enhance their lives through observing and interacting with animals to write a multiparagraph informative essay.

Activity 2.1 Previewing The Unit

1 50-minute class period

SWBAT

- Preview the big ideas and vocabulary for the unit.
- Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully.

LA.SL.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.

LA.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

2.2 Forces of Change

2 50-minute class periods

***Film:** Clips from film *Up*, directed by Pete Docter

SWBAT:

- Analyze the effect of internal and external forces on a character in a film.
- Respond to an informative writing prompt using clear organization and details from a film to support

the topic.

LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.SL.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.

Formative Assessment Opportunities

- Activity 2.2 Quiz
- Check Your Understanding pg. 110
- Graphic Organizer: Film Study pg. 107
- Writing to Sources: Informative Text p.109

Language and Writer's Craft

- Verb Tense pg. 110

2.3 Beginning the Journey *

1 50-minute class period

see page 112 in TE for differentiaion options

Novel: *Walk Two Moons* by Sharon Creech

SWBAT:

- Preview the class novel by completing a graphic organizer.
- Record textual evidence in a double-entry journal and add original commentary.

LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.10	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.
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Formative Assessment Opportunities

- Activity Quiz 2.3
- Double Entry Journal

LC 2.3 Language Checkpoint: Understanding Verb Tense

1-50 minute period

SWBAT:

- Understand how to use verb tenses consistently.
- Identify and correct inappropriate shifts in verb tense to improve clarity.

LA.L.6.3.B	Maintain consistency in style and tone.
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Formative Assessment Opportunities

- Activity LC 2.3 Quiz

2.4 Planting the Seeds of Character Analysis * **

1.5 50-minute class periods

see page 118 in TE for differentiaion options

see page 103g for more differentiation options

Novel: *Walk Two Moons* by Sharon Creech

SWBAT:

- Use knowledge of characterization to write informative literary analysis paragraphs that compare and contrast characters.
- Record textual evidence about characters in a novel and use the evidence to write commentary that explains or analyzes the characters.

LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.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.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Formative Assessment Opportunities

- Activity 2.4 Quiz

- Check Your Understanding pg. 118
- Graphic Organizers p. 116 & 117 Characterization
- Writing to Sources: Informative Text pg. 118 Compare/Contrast

Language and Writer's Craft

- Transitions for Comparing and Contrasting pg. 118

2.5 Mapping the Journey: Plot and Subplot

1.5 50-minute class periods

Novel: *Walk Two Moons* by Sharon Creech

Film: *Up* by Peter Docter

SWBAT:

- Evaluate how characters change as the plot moves toward a resolution.
- Apply understanding of plot and subplot to a discussion of the novel *Walk Two Moons*.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.SL.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.

Formative Assessment Opportunities

- Activity 2.5 Quiz

- Check your Understanding pg. 122
- Graphic Organizer pg. 121 Characterization
- Novel Study: Quickwrite pg. 121

2.6 A Tree of One's Own: Setting

1.5 50-minute class periods

Novel: *Walk Two Moons* by Sharon Creech

SWBAT:

- Write about how the setting of a novel relates to the theme or central idea of the text.
- Revise writing to include compound sentences.

LA.L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.9.A	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
LA.W.6.10	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.
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

Formative Assessment Opportunities

- Activity 2.6 Quiz
- Check Your Understanding pg. 125
- Graphic Organizer pg. 123 Setting
- Graphic Organizer pg. 124 Setting. Theme
- Writing to Sources: Informational Text p. 124 (Theme, Setting)

Language and Writer's Craft

- Sentence Variety (compound sentences and coordinating conjunctions)

2.7 Questions and Discussions *

1.5 50-minute class periods

Novel: *Walk Two Moons* by Sharon Creech

see page 128 in TE for differentiaion options

SWBAT:

- Use verbal and nonverbal communication when posing and responding to literal, interpretive, and universal questions about the novel *Walk Two Moons*.
- Identify and implement effective discussion techniques.

LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.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.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Formative Assessment Opportunities

- Activity 2.7 Quiz
- Check Your Understanding pg. 129
- Graphic Organizer pg. 128 Communication Feedback
- Leveled Questions p. 126

2.8 Diction Detectives and "Evidence" *

1.5 50-minute class periods

see page 130 in TE for differentiaion options

Novel: *Walk Two Moons* by Sharon Creech

SWBAT:

- Closely read text to analyze an author's diction to portray a character.
- Use context to determine the meaning of words and phrases.

LA.L.6.4.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.
LA.L.6.4.C	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.
LA.L.6.4.D	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).
LA.L.6.5.A	Interpret figures of speech (e.g., personification) in context.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

Language and Writer's Craft

- Figurative Language p.132

Formative Assessment Opportunities

- Activity Quiz 2.8
- Focus on the Sentence pg. 132
- Graphic Organizer pg. 130-131 Evidence

2.9 Moving Away

1.5 50-minute class periods

Materials: Computers with PDF and Internet access or copies of the poem "Since Hanna Moved Away" by Judith Viorst

Novel: *Walk Two Moons* by Sharon Creech

SWBAT:

- Compare and contrast characters from a poem and novel that have similar themes.
- Identify figurative language and how it is used to create mental images.
- Create a thematic statement that links a poem and a novel.
- Integrate ideas from multiple texts to build knowledge and vocabulary about how a person might act and feel when a friend moves away.

LA.L.6.5.A	Interpret figures of speech (e.g., personification) in context.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Formative Assessment Opportunities

- Activity 2.9 Quiz
- Focus on the Sentence pg. 136
- Knowledge Quest
- Returning to the Text pg. 134-135
- Working from the Text pg. 136

2.10 Reporting from Paradise Falls *

2 50-minute class periods

see page 138 in TE for differentiaion options

Film: *Up* by Pete Docter

Novel: *Walk Two Moons* by Sharon Creech

SWBAT:

- Learn the skill of summarizing and apply it to a film.
- Determine the theme of a film or story by analyzing details such as setting, plot, and character.

LA.W.6.10	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.
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.SL.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.

Formative Assessment Opportunities

- Activity 2.10 Quiz
- Check Your Understanding pg. 138 Summary
- Graphic Organizer-Literary Elements pg. 138
- Working from the Film Questions pg. 138

2.11 Making Connections and Visualizing Art *

2 50-minute class periods

***see page 140 in TE for differentiaion options**

Novel: *Walk Two Moons* by Sharon Creech

SWBAT:

- Analyze internal and external conflicts and how characters respond to conflict in a text.
- Make connections within a text, between texts, between a text and self, and between a text and the broader world.
- Synthesize the literary elements of *Walk Two Moons* in order to create a collaborative visual representation.

LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.SL.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.

Formative Assessment Opportunities

- Activity 2.11 Quiz
- Check Your Understanding pg. 140 Character Connections between two texts
- Graphic Organizer: Making Connections pg. 140
- Literary Elements Chapter Outline (Tree Project) pg. 141 #8
- Quickwrite pg. 141

2.12 Stepping into the Literature Circle *

2- 50 minute periods

see page 143 & 145 in TE for differentiation options

Novel: *Walk Two Moons*

SWBAT:

- Analyze elements of the structure and content of a text using text evidence with a Literature Circle.
- Evaluate Literature Circles as a strategy to facilitate close reading and collaborative discussion of meaning in a text.

LA.L.6.5.A	Interpret figures of speech (e.g., personification) in context.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.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.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.SL.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.

Formative Assessment Opportunities

- Activity 2.12 Quiz
- Check Your Understanding pg. 145
- Discussion Note-taking Graphic Organizer pg. 144
- Group Meeting Reflection Chart pg. 145

2.13 Circling the Moon: Literature Circle Discussion

3 50-minute class periods

Novel: *Walk Two Moons* by Sharon Creech

SWBAT:

- Analyze a novel's literary elements through close reading and collaborative discussion
- Collaboratiely create a poster representing the synthesis of ideas from close reading and analysis.

LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.6.2.B	Spell correctly.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.L.6.5.A	Interpret figures of speech (e.g., personification) in context.
LA.W.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 aiding comprehension.

LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.10	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.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.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.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.SL.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.

Formative Assessment Opportunities

- Activity Quiz 2.13
- Creating a Synthesis Poster pg. 147
- Discussion Note-taking Graphic Organizer pg. 146
- Informative Writing Prompt p.147 Reflecting on Collaboration / Group Experiences

Embedded Assessment 1: Responding to Literature

Write an expository response to the novel *Walk Two Moons*. Choose one of the following prompts:

- Explain how internal or external forces cause one character from the novel to grow or change
- Identify one subplot from the novel and explain how it relates to the main plot of the novel
- Describe one setting from the novel and explain why it is important to a character or to the plot
- Discuss how plot, setting, character, or conflict contributes to one of the novel's themes

LA.L.6.2.B	Spell correctly.
LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Formative Assessment Opportunities

- Unit Assessment Part 1

2.14 Unpacking Embedded Assessment 2

1 50-minute class period

SWBAT:

- Analyze and summarize the components of Embedded Assessment 2.

LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.SL.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.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Formative Assessment Opportunities

- Activity 2.14 Quiz

2.15 Explaining and Interpreting Change *

2 50-minute class periods

see page 153, 155 in TE for differentiaion options

SWBAT:

- Explore the positive and negative connotations of the word *change* and write an organized paragraph about different types of change.
- Develop an introductory paragraph that includes a thesis statement, details, and transitions.

LA.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Formative Assessment Opportunities

- Activity 2.15 Quiz
- Graphic Organizer: Change pg. 152
- Graphic Organizer: Interpreting Quotes pg. 155
- Graphic Organizer: Thinking about Change pg. 151
- Informative Writing Prompt pg. 153 Body Paragraph (Change in your life)
- Informative Writing Prompt pg. 155 Introduction

2.16 Writing and Changing Together *

2 50-minute class periods

see page 156 & 157 in TE for differentiation options

SWBAT:

- Draft the body and conclusion to an informative essay.
- Revise writing to include parallel structure.

LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Language and Writer's Craft

[Parallel Structure Brainpop](#)

[Strengthening Sentences BrainPop](#)

Additional Resources:

[Parallel Structure Video \(2.34min\)](#)

[20 Sentence interactive \(with wrong answer explanation\) for Parallel Structure](#)

[Commas in a series GrammarFlip Video \(4:57\)](#)

- Parallel Structure p.159
- Replacing Strategy p. 158

Formative Assessment Opportunities

- Activity 2.16 Quiz
- Check Your Understanding pg. 159

2.17 Reflecting on Marley: Textual Evidence *

1 50-minute class period

see page 164 in TE for differentiation options

Memoir: "Saying Farewell to a Faithful Pet," by John Grogan

SWBAT:

- Identify and interpret textual evidence.
- Write a response to a prompt, using textual evidence to support a thesis.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the roles dogs play in the lives of humans.

LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Formative Assessment Opportunities

- Activity Quiz 2.17
- Graphic Organizer: Textual Evidence pg. 164
- Knowledge Quest Questions pg. 161 & 162
- Returning to the Text Questions pg. 163-164
- Working from the Text Questions pg. 164
- Writing to Sources: Informational Text Prompt pg. 164 Why do people have pets?

2.18 Making Connections Through Research * **

2 50-minute class periods

****see page 103h for more differentiation options****

see page 172 in TE for differentiation options

Autobiography: "Dogs Make Us Human" from *Animals in Translation*, by Temple Grandin and Catherine Johnson

Article: "5 things you don't know about service dogs" by Morieka Johnson

SWBAT:

- Closely read and analyze an autobiographical text about how animals can help people, citing text evidence to support analysis and inferences.
- Closely read an informational text about service dogs and cite text evidence for analysis and inferences.
- Conduct research to answer questions about how animals help people.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the roles dogs play in the lives of humans.

LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	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.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- Activity 2.18 Quiz
- Check your Understanding pg. 173 Summarize Research Process
- Graphic Organizer (KWHL) p. 173
- Knowledge Quest Questions pg. 165, 167, 168, 171, 172
- Returning to the Text Questions pg. 167-168, 171
- Working from the Text Question pg. 168

2.19 Synthesizing Temple's Story *

2 50-minute class periods

see page 157 in TE for differentiaion options

Film Biography: *Temple Grandin*

Autobiography: "My Story" from *Animals in Translation*, by Temple Grandin and Catherine Johnson

Biography: excerpt from "Chapter 6: Hampshire School for Wayward Wizards" from *Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World*, by Sy Montgomery

SWBAT:

- Analyze and summarize the main ideas in a text.
- Apply reading strategies to an autobiography and use textual evidence to respond to a writing prompt.

LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.6.2.B	Spell correctly.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Formative Assessment Opportunities

- Activity 2.19 Quiz
- Check Your Understanding: Statement, Question, Exclamation pg. 182
- Gaining Perspectives: Inclusion Plan pg. 182
- Graphic Organizer p. 175 Reading Strategy Check
- Making Observations pg. 177, 180
- Returning to the Text pg. 178, 181
- Writing to Sources: Informational Text Prompt p. 182 How did Temple Grandin deal with the challenges of Autism?

Embedded Assessment 2: Writing an Informative Essay

Write a multi-paragraph expository essay explaining how people can improve their lives through observing and interacting with animals. In your essay, give examples from your own life, from texts you have studied in this unit, from your independent reading, or from society that help support your explanation.

LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.6.2.B	Spell correctly.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for

writing types are defined in standards 1–3 above.)

LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.8	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.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.SL.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.

Unit Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following:

- How did you use a variety of examples from literature, experience, and research to support your response to the prompt?

SpringBoard Online Unit Two Assessment

Duration: 1 class period

- Unit Assessment Part 2

21st Century Life and Careers

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Technology

TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of

digital environments and media.

TECH.8.1.8.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.C.CS4

Contribute to project teams to produce original works or solve problems.

Formative Assessment and Performance Opportunities

- fishbowl
- Graphic Organizers
- Levels of Questions
- marking the text
- My Notes Sections
- quick writes
- think-pair-share
- Writing Prompts
- Writing Workshops
- Zinc Learning Lab

Differentiation and Enrichment

Independent Reading Links

Independent Reading (possibly another novel by Sharon Creech or any novel or nonfiction text that illustrates ways in which animals help people.

- Close Reading Workshop 5: Informational Text in Social Studies/History
- Double Entry Journals
- Flexible Novel Unit pg. 103j
- grammar handbook
- Independent Reading
- visual prompts
- Writing Workshop 3: Informational Writing
- Writing Workshop 5: Response to Literature: Short Story

Accommodations and Modifications

Using SpringBoard Digital, teachers can access ELD-focused activities built around three of the texts from this unit of ELA. These activities offer an alternate approach to the three readings, with scaffolded vocabulary instruction, guided close reading, and collaborative academic discussion. Depending on students' language development needs, teachers may choose to supplement or replace portions of the ELA activities with these ELD resources.

Text from ELA	ELD Activities on SpringBoard Digital	Differentiation Focus
Activity 2.4 Excerpt from <i>Walk Two Moons</i> , by Sharon Creech	2.4a: Academic and Social Language Preview	Vocabulary Development
	2.4b: Interpreting the Text Using Close Reading	Close Reading
	2.4c: Collaborative Academic Discussion	Analyzing, Discussing, and Questioning the Text
Activity 2.16 Excerpt from <i>Travels With Charley</i> , by John Steinbeck	2.16a: Academic and Social Language Preview	Vocabulary Development
	2.16b: Interpreting the Text Using Close Reading	Close Reading
	2.16c: Collaborative Academic Discussion	Analyzing, Discussing, and Questioning the Text
Activity 2.18 "Dogs Make Us Human," by Temple Grandin and Catherine Johnson	2.18a: Academic and Social Language Preview	Vocabulary Development
	2.18b: Interpreting the Text Using Close Reading	Close Reading
	2.18c: Collaborative Academic Discussion	Analyzing, Discussing, and Questioning the Text

2.3: Support students in using a double-entry journal.

2.4: Use the **Round Table Writing** strategy to practice using details and making commentary.

- 2.4a
- 2.4b
- 2.4c

2.7: Help student prepare for discussion group by using the **Collaborative Dialogue** graphic organizer.

2.8: Support students in their understanding of diction by reading another chapter out loud and modeling how to find and analyze diction.

2.9: Support students to write an explanatory paragraph by prompting them with questions and using the **Peer Editing** graphic organizer.

2.10: Support students to make connections between *Walk Two Moons* and other texts or themselves by using the **Venn Diagram for Writing a Comparison** graphic organizer.

2.11: Give students additional support in their Literature Circles by providing them with activities to aid their discussions.

Have students use the **Conflict Map** graphic organizer to review literary elements.

2.14: Support students in writing by using the **Conversations for Quickwrite** graphic organizer.

2.15: Help students choose a topic sentence for their writing by using a **Round Table Discussion** graphic organizer.

2.16

- **2.16a**
- **2.16b**
- **2.16c**

2.17: Have students complete the **Key Ideas and Details** graphic organizer in order to organize their ideas.

2.18: Support students in using index cards to track their research sources and facts.

- **2.18a**
- **2.18b**
- **2.18c**

2.19: Support student to build an opinion about the film *Temple Grandin* by completing an **Opinion Builder** graphic organizer.

- 2.6 - Extension - Write about own setting
- 2.8 Leveled Questions
- 2.9 Peer Editing Graphic Organizer
- Modify short-cycle assessments via Springboard online

Interdisciplinary Connections

- Close Reading Workshop 5: Informational Texts in Social Studies/History
- Temple Grandin - Autism

LA.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Unit Resources

- DVD of Little Mermaid (optional)
- grammar handbook
- Marley and Me movie trailer

- National Parks Google Expeditions
- Newsela "Pup Dives in for Kids with Special Needs"
- springboard learning strategies
- Springboard Online
- Temple Grandin (film biography)
- Up, directed by Peter Director
- Walk Two Moons, by Sharon Creech
- WTM Full Book Comprehension Assessment - goformative code XUXJVQ