March: Gr. 6: Unit 4: Where the Red Fern Grows

Content Area: **English**
Course(s):
Time Period: **March**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit centers on a study of the novel, "Where the Red Fern Grows".

Enduring Understandings

Across spans of time and culture, all people have significant experiences that push them to transition from childhood/adolescence into adulthood.

 The experiences and issues of our lives influence the development of our identities.

By exploring the experiences of characters and people in literature, a reader can better understand and reflect upon his/her own transition from childhood to adulthood.

Essential Questions

What is the relationship between decisions and outcomes?

What are the elements of a strong friendship?

What are the factors that move individuals to great sacrifice and what are the results?

What are the characteristics or elements that cause a piece of literature to endure?

How does an individual's point of view affect the way they deal with conflict?

Instructional Strategies & Learning Activities

For Reading and Writing in Each Module					
Cite Evidence RL/RI.6.1	Analyze content RL.6.2-6.7,6.9 RI.6.2-9 SL.6.2-3	Study & apply language conventions L.6.1-4	Study & apply vocabulary RL/RI. 6.4, L.6.4-6	Conduct discussions SL.6.1, 6.6	Writing W. 6.4, 6.5

Reading Comprehension and Fluency	Word Study and Language Conventions	Writing and Reporting
RL.6.1 RL.6.2 RL.6.3 L.6.4 **RL.6.5 RL.6.6 RL.6.7 RL.6.9** **RL.6.10** **SL.6.1 SL.6.2 SL.6.3 SL.6.4** **RI.6.1 RI.6.2 RI.6.3 RI.6.4** **RI.6.5 RI.6.6 RI.6.7 RI.6.8** **RI.6.9 RI.6.10** Suggested Literature Pieces: § *Where the Red Ferns Grows* by Wilson Rawls Suggested Short Informational Pieces: □ Brief nonfiction pieces (such as essays, autobiographies, newspaper articles, magazine articles or reliable internet sources) based on possible topics (RI.6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9) Suggested Extended Texts: "Dreams" by Langston Hughes Literature Circles: Throughout this unit, students will read from a variety of texts, stories, poems and informational sources. Lit Circle activities (*skills, vocabulary, writing centers*) will reflect Common Core Standards and use a	**L.6.1 L.6.2 L.6.3 L.6.4** **L.6.5 L. 6.6** Greek & Latin Roots Study, including: (L.6.4) Vocabulary Studies: § Select words which are embedded in any of the readings done in class, fiction or nonfiction. § Apply academic or domain specific words within student body of work. § Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L. 6.2, 6.3, 6.4, 6.5, 6.6) Language Focus: § Ensure that pronouns are in the proper case (subjective, objective, possessive). § Use intensive pronouns (myself, ourselves) § Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents). § Recognize and correct inappropriate shifts in pronoun	**W.6.1 W.6.2 W.6.3 W.6.4 W.6.5 W.6.6 W.6.7 W. 6.8 W.6.9 W.6.10** **L.6.1 L.6.2 L.6.3** **SL6.3 SL. 6.4 SL.6.5 SL.6.6** On-Demand Prompt: *Explanatory/Argumentative* (W.7.2) -Review aspects of explanatory writing (quotes, explanations of processes) and view samples. *Pre On Demand* -Brainstorm for the following prompt: Is it beneficial or harmful to be a part of a team? Cite textual evidence in your essay to support or oppose the question. *Post On Demand* Short Constructed Response: (possible examples) *Explanatory/Argumentative* (W.6.1) § End of year District Writing Sample (explanatory/argumentative essay)

combination of benchmarks to assess student learning. **(SL.6.1, 6.2, 6.3, 6.4)** Application of Learned Skills: § 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 text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (RL.6.7, SL.6.2). □ 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.(RL.6.9) □ Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)	number and person. § Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. § Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	*Informational*: (W.6.2) § § 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 □ Complete a summary, reaction, and prediction of chapters read in the novel using compound/complex sentences and standard conventions

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.4.8.GCA	Global and Cultural Awareness Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology and Design Integration

Students will interact with the unit using the Smartboard, document camera and Chromebooks/Google Classroom

Interdisciplinary Connections

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Additional support and/or additional challenges will be available to students in need of modifications.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 plans will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Unit tests

Writing Samples

Teacher made benchmark assessments of skills

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher conferences

Teacher observations

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Quizzes

Unit tests

Projects

Writing prompts

Instructional Materials

Classroom computers

Smart board

Class novels, Where the Red Fern Grows

Wordly Wise vocabulary workbooks

Write OnCourse 2020

Write OnCourse 2020 grammar workbooks

Standards

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational 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.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
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.
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.
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from

	different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SL.PE.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.
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.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.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.