Unit 3-4 Informational: Nonfiction

Content Area: **Language Arts**
Course(s): **E/LA 6**
Time Period: **MP3-4**
Length: **MP3-4**
Status: **Published**

Essential Questions

- What are the strategies and structures that I can employ that will contribute to an effective research report?

Big Ideas

Anchor Standards

AS.R.1-3 The interactions of literary elements contribute to its overall meaning.

AS.R.7-9 Good readers deduce meaning from text through interpretation and comparison.

AS.W.1-3 Different formats of writing are used for different purposes.

AS.W.7-9 Research requires the synthesis of ideas from a variety of sources and the presentation of those ideas in an original written interpretation.

AS.SL.1-3 The ability to clearly articulate one's thoughts and listen critically is essential to working collaboratively with others.

AS.SL.4-6 Presenters consider a variety of tools to assist in effectively organizing and communicating their ideas to an audience.

Core Reading: *The Lightning Thief*

Core Writing: Research Report

Supplemental Resources: *Scope Magazine, Sadlier-Oxford Vocabulary Workshop, Greek Mythology Texts*

Other Formative Writing/ Projects: Informational Text Analysis Open-Ended Responses, Diorama, RAFT

Independent Inquiry Project: Online Book Club

Technology: Google Platform, online collaboration, slides and research

Critical Concepts

April

Critical Concepts: Integration of Knowledge and Ideas

Educational Epiphany, Resource Guide 3, p. 37-53

CC.6.8.A: Tracing, Evaluating, and/or Delineating Author's Argument and Claims Linking Claims to Reasons and Evidence and Assessing the Relevance and/or Sufficiency of Reasoning

CC.6.8.B: N/A

May

Critical Concepts: Integration of Knowledge and Ideas

Educational Epiphany, Resource Guide 3, p. 54-101

CC.6.9.A: Analyzing and Comparing and Contrasting the Treatment of a Topic in Two or More Texts on the Same Topic, with Consideration of the Treatment of Events, Interpretation of Facts, or Disagreements on Matters Related to Factual Information

CC.6.9.B: Comparing and Contrasting Texts in Different Forms or Genres in Terms of their Approaches to Themes and Topics.
Comparing and Contrasting a Fictional Portrayal of a Time, Place, or Character, and an Historical Account of the Same Period.
Analyzing How a Modern Work Draws on Themes, Patterns of Events, or Character Types from Myths, Traditional Stories, or Religious Works

CSDT Technology Integration

8.1.8DA.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

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activities:

Poetry Project Playlist Students will complete a variety of digital activities related to the poetry genre and compose their own original poetry using a variety of styles and formats.

Greek Gods Research Project Students will locate specific information about different Greek Gods as a pre reading activity for the mythology used in The Lightning Thief.

Author Study Scavenger Hunt Students will complete a variety of activities and explore and research different links in a study of the background Rick Riordan.

iExplore Allusion Project Students will use digital tools to investigate and research allusions, myths and aspects of setting as mentioned in the novel.

Publishing:

Poetry : Use of templates and formatting.

Enduring Understandings

Informational Text

RI.CR.6.1 [M] Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.CI.6.2 [M] Determine a central idea of a text and analyze its development over the course of the text; summarize the text.

RI.IT.6.3 [M] Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.PP.6.5. [Determine an] Identify author's [point of view or] purpose perspective or potential bias in a text and explain [how it is conveyed in the text] 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. (Students may evaluate supporting evidence in competing design solutions which claim to maintain biodiversity and ecosystem services.)

RL.CT.6.8. Compare[,] and contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)] 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

Writing

W.WR.6.5 [M] Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

W.WR.6.6 [M] 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. (Students may assess the credibility of evidence and sources while constructing an argument related to how changes to physical or biological components of an ecosystem affect populations.)

Speaking and Listening

SL.PI.6.4 [M] 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 [M] Include multimedia components and visual displays in presentations to clarify information.

SL.AS.6.6 [M] Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.