

Trimester 2: Through an Animal's Eyes and Surviving the Unthinkable

Content Area: **Reading**
 Course(s): **Reading 6**
 Time Period: **January**
 Length: **Second trimester**
 Status: **Published**

Unit Overview

Trimester Two is a combination of Units 2 and 3 of "Into Literature". The time frame for this unit is the length of the trimester. The literary sources include: poetry, non-fiction articles, videos, assorted short stories, and a novel. The emphasis for Unit 2 is the essential question of, "What can you learn by seeing the world through an animal's eyes?" The emphasis for Unit 3 is the essential question of, "What does it take to be a survivor?" Through the priority standards, students will explore and analyze the resources provided with the essential question guiding their learning. The units are designed to correspond with argument writing and expose students to multiple modes of literature within one trimester.

Title	Author	Genre
<u>Unit 2:</u> Excerpt from "Pax"	Sarah Pennypacker	Excerpt from a novel Lexile 880
"Zoo"	Edward Hoch	Science Fiction (Lexile 1190)
"Animal Snoops: The Wondrous World of Wildlife Spies"	Peter Christie	Informational (Lexile 1020)
"Animal Wisdom"	Nancy Wood	Poetry
"The Last Wolf"	Mary Tallmountain	(Lexiles NA)
"Wild Animals Aren't Pets"	USA Today	Editorial/Argument
"Let People Own Exotic Animals"	Zuzana Kukol	(Lexile 1170) (Lexile 1180)
<u>Independent Reading Unit 2:</u>		
"The Caterpillar"	Robert Graves	
"The Flying Cat"	Naomi Shihab Nye	

"The Pod"	Maureen Crane Wartski	
"Tribute to the Dog"	George Graham West	
"Views on Zoos"	N/A	
<u>Unit 3:</u>	Linda Sue Park	Excerpt from a novel
Excerpt from "A Long Walk to Water"		(Lexile 560)
"Salva's Story"	from Rose Media	Documentary
"Into the Lifeboat" from Titanic Survivor	Violet Jessop	Memoir (Lexile 950)
Excerpt from "After the Hurricane"	Rita Williams-Garcia	Poem
Excerpt from "Ninth Ward"	Jewell Parker Rhodes	Historical Fiction Novel (Lexile 570)
<u>Independent Reading Unit 3</u>		
Watcher: After Katrina, 2005	Natasha D. Threthewy	
"The Day I Didn't Go to the Pool"	Leslie J. Wyatt	
"Tuesday of the Other June"	Norma Fox Mazer	
"In Event of Moon Disaster"	Bill Safire	
Ready: "Preparing Your Pets for Disaster Makes Sense"	Ready.gov	
<u>Novel: Devil's Arithmetic</u>	Jane Yolen	

Priority Standards

ELA.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.
ELA.L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.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.

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.
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.RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
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.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.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.

Essential Questions

- How can I use informational texts to gather and analyze facts?
- How can I use text features to help me read my textbooks?
- How do I actively read informational text?
- How do I analyze informational texts to gather facts I need?
- How do I analyze informational texts to gather facts I need?
- How do I know if an informational text is a reliable source?
- What are the features of informational texts?
- What are the types of informational texts?

Unit Learning Goals

NJSLS PRIORITY STANDARD	LEARNING TARGET
RI/RL.6.1	I can consistently and

<p>Cite textual evidence to support analysis of what the text says explicitly as well as make inferences.</p>	<p>independently...</p> <p><i>Cite explicit or implicit information from a text when explaining what a text says or when making inference</i></p> <ul style="list-style-type: none"> • Informational text • Literature <p><i>Use details from a text to explain why my inferences are reasonable.</i></p> <ul style="list-style-type: none"> • Informational text • Literature
<p style="text-align: center;">RI/RL.6.2</p> <p>Determine the central idea of a text and how it is conveyed through particular details.</p> <p>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.</p>	<p>I can consistently and independently...</p> <p>Literature</p> <ul style="list-style-type: none"> • Objectively summarize a text • Analyze specific details in a text to determine a theme <p>Informational</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">RI/RL.6.3 and 6.5</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Analyze how a particular paragraph fits into the overall structure of a text and</p>	<p>I can consistently and independently...</p>

<p>contributes to the development of ideas.</p> <p>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.</p>	<p>Literature</p> <ul style="list-style-type: none"> • Analyze how a particular sentence, chapter, scene, stanza, paragraph, chapter or section fits into the overall structure of a grade-appropriate text and contributes to the development of the theme, setting, or plot/the development of ideas • Describe how a particular grade-appropriate story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution <p>Informational</p> <ul style="list-style-type: none"> • Analyze how key details are introduced, illustrated, and elaborated throughout the text. • Analyze how the text structure contributes to the development of ideas.
<p style="text-align: center;"><u>RI/RL.6.4</u></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice</p>	<p>I can consistently and independently...</p> <p>Literature:</p> <ul style="list-style-type: none"> • Use context clues and textual

on meaning and tone

evidence of words and phrases in a text; including figurative language and connotative meanings.

- Analyze the impact of specific word choice on meaning and tone

Informational:

- Use context clues and textual evidence to determine the technical meaning of words.
- Analyze the author's word choice and the effect on the meaning of the text

[RI/RL.6.6](#)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Explain how an author develops the point of view of the narrator or speaker in a text.

I can consistently and independently...

Literature

- Explain how an author develops the point of view of the narrator or speaker in a text by giving specific details from the text that traces the development of the narrator's or speaker's point-of-view.

Informational

- Determine the author's purpose of text and how it is conveyed in the

	text.
<p style="text-align: center;">RI/RL.6.9</p> <p>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.</p>	<p>I can consistently and independently...</p> <ul style="list-style-type: none"> • I can cite textual evidence to support claim or analysis of text. • I can cite textual evidence to support inferences.

Learning Plan (Skills and Activities)

Time Frame	Literary Source	Literary Focus	Materials	Act
Week 1 (Into Lit Unit 2)	Into Literature Excerpt from "Pax"	Essential Question Introduction Analyze Third Person Point of View, Voice, Imagery	Excerpt from "Pax"	Rea Not An: poi PO' An: cau An An: mo con
Week 2	Into Literature "Zoo"	Revisit Essential Question Determine theme and explain how authors convey theme Theme Analyze different points of view in literature Research contemporary science fiction	"Zoo"	Rea Not An hov abo fron The Ma

				the zoo Ver
Week 3	<p>Into Literature</p> <p>Excerpt from "Animal Snoops: The Wondrous World of Wildlife Spies"</p>	<p>Revisit Essential Question</p> <p>Analyze text structure</p> <p>Determine key ideas in a text</p> <p>Research animals</p>	<p>Excerpt from "Animal Snoops: The Wondrous World of Wildlife Spies"</p>	<p>Rea</p> <p>Not</p> <p>Ma</p> <p>on :</p> <p>An</p> <p>An:</p> <p>hov</p> <p>key</p> <p>Ma</p> <p>mai</p> <p>con</p> <p>An:</p> <p>Per</p> <p>Sur</p>
Week 4	<p>Into Literature</p> <p>"Animal Wisdom"</p> <p>"The Last Wolf"</p>	<p>Revisit Essential Question</p> <p>Analyze personification and imagery in poetry</p> <p>Compare themes of poems</p> <p>Research animals</p>	<p>"Animal Wisdom"</p> <p>"The Last Wolf"</p>	<p>Rea</p> <p>Not</p> <p>Ma</p> <p>autl</p> <p>lan;</p> <p>Per</p> <p>Sor</p> <p>Det</p> <p>vie</p> <p>ima</p> <p>Par</p> <p>mai</p>

<p>Week 5</p>	<p>Into Literature</p> <p>"Wild Animals Aren't Pets"</p> <p>"Let People Own Exotic Animals"</p>	<p>Revisit Essential Question</p> <p>Prepare for writing task:</p> <p>Define and explain claims, evidence arguments, fact, and opinion</p> <p>Understand how author's support a claim</p> <p>Write an argument taking a pro or con position</p>	<p>"Wild Animals Aren't Pets"</p> <p>"Let People Own Exotic Animals"</p>	<p>Rea</p> <p>Not</p> <p>Ide</p> <p>arg</p> <p>Evi</p> <p>Clo</p> <p>Ana</p> <p>cho</p> <p>Fin</p> <p>con</p>
<p>Week 6</p> <p>(Into Lit Unit 3)</p>	<p>Into Literature</p> <p>Excerpt from "A Long Walk to Water"</p>	<p>Essential Question Introduction</p> <p>Analyze the characters and setting of a novel excerpt</p> <p>Conduct research</p>	<p>Excerpt from "A Long Walk to Water"</p>	<p>Rea</p> <p>Not</p> <p>Ana</p> <p>inte</p> <p>con</p> <p>Ana</p> <p>cha</p> <p>Sto</p> <p>Sto</p> <p>gui</p> <p>Cite</p> <p>cha</p>
<p>Week 7</p>	<p>Into Literature</p> <p>"Salva's Story" Documentary</p>	<p>Revisit Essential Question</p> <p>Analyze characteristics of digital texts</p> <p>Write a summary of events in a video</p> <p>Generate research questions from a variety of sources</p>	<p>"Salva's Story" Documentary</p>	<p>Me</p>

Week 8	<p>Into Literature</p> <p>"Into the Lifeboat" from "Titanic Survivor"</p>	<p>Revisit Essential Question</p> <p>Create imagery through word choice</p> <p>Use context clues</p> <p>Develop and modify a research plan</p>	<p>"Into the Lifeboat" from "Titanic Survivor"</p>	<p>Rea</p> <p>Not</p> <p>Fin</p> <p>pur</p> <p>Ana</p> <p>wor</p> <p>con</p> <p>Ani</p> <p>autl</p>
Week 9	<p>Into Literature</p> <p>Excerpt from "After the Hurricane"</p> <p>Excerpt from "Ninth Ward"</p>	<p>Revisit Essential Question</p> <p>Analyze effects of structure and meter in poetry and describe an author's use of figurative language</p> <p>Conduct research on disasters</p> <p>Write and present an original poem in a Poetry "Jam"</p> <p>Analyze historical and cultural setting of the text</p> <p>Analyze language to develop mood and theme</p> <p>Create and present a poster about fortitude</p>	<p>Excerpt from "After the Hurricane" poem</p> <p>Excerpt from "Ninth Ward" novel</p>	<p>Rea</p> <p>Not</p> <p>Poe</p> <p>Ma</p> <p>Ani</p> <p>con</p> <p>Seti</p> <p>Mo</p> <p>cha</p>
Weeks 10-13/14	<p>Novel</p> <p>The Devil's Arithmetic</p>	<p>Building Holocaust background</p> <p>Theme(s) Connecting "Surviving the Unthinkable" from Unit 3 into the novel study</p> <p>Plot</p> <p>Character development</p>	<p>The Devil's Arithmetic by Jane Yolen</p>	<p>Bu</p> <p>Voc</p> <p>No</p> <p>Enc</p> <p>asse</p> <p>Rea</p> <p>and</p> <p>Pas</p>

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Throughout Trimester	Independent reading resources from Units 2 and 3 of Into Literature			

Number of Instructional Days: 60

- Independent Reading Selections
- Informational Articles
- The Devil's Arithmetic - Novel

Unit Learning Targets

- RI/RL 6.1 I can cite explicit or implicit information from a text when explaining what a text says or when making inference
- RI/RL 6.1 I can use details from a text to explain why my inferences are reasonable.
- RI/RL 6.2 I can analyze specific details in a text to determine a theme
- RI/RL 6.2 I can determine a central idea of a text and how it is conveyed through particular details.
- RI/RL 6.2 I can provide a summary of the text distinct from personal opinions or judgments.
- RI/RL 6.6 I can determine the author’s purpose of text and how it is conveyed in the text.
- RI/RL 6.6 I can explain how an author develops the point of view of the narrator or speaker in a text by giving specific details from the text that traces the development of the narrator’s or speaker’s point-of-view.
- Ri/RL 6.9 I can compare and contrast how two different genre of text illustrates a similar theme or topic
- RI/RL 6.9 I can compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI/RL.6.3/6.5 I can analyze how key details are introduced, illustrated, and elaborated throughout the text.

- RI/RL6.2 I can objectively summarize a text
- RI/RL6.3/6.5 I can analyze how a particular sentence chapter, scene, stanza, paragraph, chapter or section fits into the overall structure of a grade-appropriate text and contributes to the development of the theme, setting, or plot/the development of ideas
- RI/RL6.3/6.5 I can describe how a particular grade-appropriate story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution

Marzano Elements

- Helping Students Examine Similarities & Differences
- Identifying Critical Content from the Standards
- Providing Feedback & Celebrating Success
- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Organizing Students to Interact with Contact
- Previewing New Content
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

Materials and Resources

- ChromeBooks
- Into Literature Resources
- Literature Circles
- The Devil's Arithmetic Audio CDs
- The Devil's Arithmetic Movie
- The Devil's Arithmetic novel
- The Devil's Arithmetic Novel Resources

Strategies for Students in Need of Intervention

- Allow oral responses

- Chunk larger assignments into more manageable tasks
- Extended pacing of lessons/assignments
- Incorporate centers that focus on skills that students are struggling with
- Listen to recorded versions of novels (if available)
- Modify assignments/assessments as needed
- Provide copies of written notes/directions
- Provide graphic organizers
- Provide word banks
- Small group instruction based on skills/abilities
- Utilize visual aids

Unit Assessments

- Devil's Arithmetic Novel Quizzes
- Entrance/Exit Tickets
- Literature Circles
- Novel-related project
- Reading skills - formative assessments
- The Devil's Arithmetic - Novel Test
- Unit 2 Benchmark Assessment

Career Awareness, Life Literacies and Key Skills

- CRP10. Plan education and career paths aligned to personal goals.
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP6 Demonstrate creativity and innovation.

CRP.K-12.CRP11 Use technology to enhance productivity.

TECH.9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Technology Integration

TECH.8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

TECH.8.1.8.E.CS2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a

variety of sources and media.

TECH.8.1.8.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.8.F.CS1

Identify and define authentic problems and significant questions for investigation.

Cross Curricular Connections

- Science Connections -- Pax, Animal Wisdom, Last Wolf, Wild Animals Aren't Pets
- The Devil's Arithmetic: World War II (SS)
- Various Non-fiction articles