

Grade 6 Unit 3 : Be The Change

Content Area: **Language Arts**
Course(s):
Time Period: **MP2-Week1**
Length: **February-March**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Students will be able to independently use their learning to do the following:

Reading:

- close read nonfiction texts
- identify and use text features and print conventions to aid comprehension
- delineate different forms of non-fiction text: autobiography, biography, informational

Writing:

- compose different forms of non-fiction writing: informational and argument

Language:

- demonstrate command of conventions of standard English (parts of speech in a sentence)
- clarify the meaning of unknown and multiple-meaning words and phrases

Standards & Indicators

LA.6.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.6.L.6.5.A	Interpret figures of speech (e.g., personification) in context.

LA.6.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LA.6.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
LA.6.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.6.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.6.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.6.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.6.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.6.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.6.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.6.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.6.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.6.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.6.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.6.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.6.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.6.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.6.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.6.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.6.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.6.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.6.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.6.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.6.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.6.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.6.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.6.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.6.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.6.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.6.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.6.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.6.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.6.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.6.SL.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).

Central Ideas/Enduring Understandings

Authors write non-fiction for a variety of purposes, including to inform, persuade, inspire, and reflect.

Just like there are many types of fiction, there are also many different types of non-fiction texts.

Good non-fiction readers use text features to help them understand what they read.

Good writers support their opinions with evidence.

Understanding grammar and parts of speech helps people read and write better.

Essential/Guiding Questions

Essential Questions:

- How do people make their lives meaningful?
- What is the meaning/purpose of life?

Guiding Questions:

- What is the author saying?
- How is the author saying it?
- Why is the author saying it?
- Why is it important?
- What do you do with the information?

Content - Students will know...

Students will know key vocabulary terms: biography, autobiography, non-fiction, informational, narrative non-fiction, objective summary, text structure, central idea, and supporting evidence.

Text features vocabulary: text box, caption, headline, subhead, image,

infographic.

Students will be able to discriminate between expository (informational) writing and argument writing.

Skills - Students will be skilled at...

READING:

Students will be skilled at adopting a questioning stance in response to informational text.

Students will be skilled at noticing and analyzing non-fiction signposts in informational text.

Students will be skilled at determining a central idea and supporting details of a text.

Students will be skilled at using text features to aid comprehension of non-fiction texts.

WRITING:

Students will be skilled at writing summaries of text.

Students will be skilled at introducing and citing evidence to inform the reader and to support a claim.

Students will be skilled at analyzing evidence to support a claim.

LANGUAGE:

Students will be skilled at using word attack strategies to predict the meaning of unfamiliar words.

Stage 2: Assessment Evidence

Performance Task(s)

- Objective summary of chapters of *Temple Grandin* book

Other Evidence

Reading tests and quizzes

Vocabulary quizzes

Academic prompts--summaries, text-based responses, compare-contrast essays on paired texts

Stage 3: Learning Plan

Learning Opportunities/Strategies

READING:

- Read and analyze non-fiction texts (whole class, partners, individually)
- Take notes during reading to prepare for summary writing: two-column notes-main ideas/supporting details. Record one (quoted) key supporting detail from each paragraph and (quoted) main ideas (not one per paragraph, just a few in chapter).
- Academic Vocabulary: (*Temple Grandin*: students keep 2-column notes for key words identified by teacher AND for words dissected in class.)
- Research: Use print and electronic resources to learn about factory farming (use resources listed in back of Temple book)--topics to research in small groups include: ethics, environmental impacts, human health impacts, animal health impacts, animal welfare, and the impact on small farmers.
- At home and in class, independently read self-selected books that are on the students' independent reading level
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WRITING:

- Write objective summaries of texts

- Write responses to text-based questions that include textual evidence

SPEAKING AND LISTENING:

- View the TED TALK by Temple Grandin on YouTube "The World Needs All Kinds of Minds"
- View the YouTube video about Carly Fleischman
- Present research findings (about factory farming) to class with a student-created Power Point or video.

Accommodations for students with IEPs and learning difficulties:

-visual sentence frames using academic vocabulary for discussion

-graphic organizers and sentence starters for writing responses for text based evidence questions and summaries.

-graphic organizers for understanding central idea with supporting details, author's word choice, author's point of view, and literal/inferential text

-Use visuals to show important vocabulary for students to make connections

-Show pictures and video clips to show examples of inventions Temple create

- Have students share their text to text, text to world, and text to self connections
- One on one teacher support for comprehension and fluency
- Modeling and scaffolding to highlight main idea, vocabulary, and point of view, word choice, and using context clues to use inferencing skills
- Show and discuss exemplar writing pieces before students begin their own
- close reading chapters/chunks
- rereading key sections for fluency and comprehension
- colored overlays and reading windows to reduce visual distractions
- Sentence starters for writing assignments
- Vocabulary word banks and strategies (Say it, Define it, Act it)
- Think alouds and Think-Pair-Share
- choral reading
- cloze reading

For ELL students:

-visuals for vocabulary

-word wall

-additional word work such as illustrating vocabulary and playing vocabulary games

-partner reading

-choral reading

-Think-aloud while modeling writing

-analyze sample summaries before writing

-color-coded sticky notes for close reading to identify which sticky notes pertain to vocabulary

-questions about text, etc.

-When students make an error in speaking, answer or restate what they said using the correct form without drawing attention to the mistake.

For gifted students:

-research argumentative essay ex: vegetarianism vs being an omnivore- identify problem (similar to how Temple addressed her sensory needs with a squeeze marching, and the cattle's terror with her special chute) and in teams, brainstorm and design possible solutions.

-Have students complete extended research projects on a related issue of their choice as it pertains to a content area

-Students perform a written/oral debate on topics related to content

Resources

Whole Class Book: *Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World*

by Sy Montgomery

HBO movie: *Temple Grandin*; fast forward through the following scenes (1:03:40-1:07:20 Feed yard dip vat drowning and slaughter house); (1:40:00-1:40:45 stun gun to kill cow peacefully)

TED TALK by Temple Grandin on YouTube "The World Needs All Kinds of Minds"

YouTube Video "Autism Angel-Carly Fleischmann"

Excerpt from *Carly's Voice: Breaking Through Autism* by Arthur Fleischmann with Carly Fleischmann

Teacher Reference Book: *Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies* by Kyleene Beers and Robert E. Probst

Quotes from Mahatma Gandhi

"Man becomes great exactly in the degree in which he works for the welfare of his fellow-men."

"First they ignore you, then they laugh at you, then they fight you, then you win."

"You must be the change you want to see in the world."

"A nation's greatness is measured by how it treats its weakest members."

Quote from Unknown (Check Bartlett's)

"If you don't stand for something, you will fall for anything."

Unit Reflections & Teacher Notes

CCSS Implementation Curriculum Evaluation Tool:

