

Sixth Grade	Quarter 3: EL Curriculum Map	Module 3
<b>Introduction</b>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, <i>Destination 2025</i>.</p> <p><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></li> </ul> <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the <a href="#">TN State Standards</a>, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including <a href="#">the instructional shifts</a></p>		
<b>How to Use the Curriculum Maps</b>		
<p>The curriculum map is meant to <b>support effective planning and instruction</b>; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. The curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. <b>Each module provides eight weeks of instruction constituting three units.</b> The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA &amp; Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.</p> <p>Each module is designed to be adapted to a group’s specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students’ needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		

**Structure of a Module**

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include: **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources.** Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

**The Module Overview** provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The [MS English Companion Guide](#) emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

**Guidance for EL Units**

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

**Working with High Quality Texts (60 minutes daily EL lessons)-** including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

**Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.**

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Accelerated learners
- Students with Disabilities (SWD)
- Students achieving and performing below grade level

### Guidance on Assessments and Tasks

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
  - Selected response (multiple-choice questions)
  - Short constructed response
  - Extended response, either on demand or supported
  - Speaking and listening (discussion or oral presentation)
  - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

#### Unit-Level Assessments:

- Each unit includes two assessments, most of which are “on-demand” (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
  - Selected response (multiple-choice questions)
  - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)

**Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from

the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Sixth Grade	Quarter: EL Curriculum Map	Weeks 19-27
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### SCS Instructional Framework

*The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.*

*The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.*

#### **In our ELA classrooms, students will:**

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

#### **Effective ELA instruction requires research-based instructional practices which include:**

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

*Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.*

### ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core.](#)

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussions, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit:	
The Tennessee State ELA Standards and Crosswalk	
<b>The Tennessee ELA Standards:</b> <a href="https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html">https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html</a>	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
<b>Crosswalk</b> <a href="https://drive.google.com/file/d/1iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing">https://drive.google.com/file/d/1iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing</a>	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
<b>Digging Deeper on Differentiation Strategies</b> <a href="https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing">https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing</a>	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
<b>Scaffolding Options for ELA</b> <a href="https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZiShL5hxCQ4sRP/view?usp=sharing">https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZiShL5hxCQ4sRP/view?usp=sharing</a>	This table provides scaffolding options regarding the various instructional components found in EL.
<b>Meeting Students Needs Through Scaffolding</b> <a href="https://drive.google.com/file/d/1PU5--lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing">https://drive.google.com/file/d/1PU5--lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing</a>	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
English as a Second Language (ESL)	
<b>ESL Classroom Resources for EL Curriculum</b> <a href="https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EikF9w2zNA5BlSxMMF15FtwBHtEmRFfmJ_--iD6N7BNtFQ?e=2mB1g9">https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EikF9w2zNA5BlSxMMF15FtwBHtEmRFfmJ_--iD6N7BNtFQ?e=2mB1g9</a>	This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.
Read-Alouds/Close Reading	

<p><b>Helping Students Read Closely</b>  <a href="file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(3).pdf">file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(3).pdf</a></p>	<p>This article provides information regarding how close reads can support students' reading ability.</p>
<p><b>Close Reading: An Instructional Strategy for Conquering Complex Text</b>  <a href="https://vimeo.com/89001348">https://vimeo.com/89001348</a></p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.</p>
<p><b>Grappling with Complex Informational Text</b>  <a href="https://vimeo.com/54007714">https://vimeo.com/54007714</a></p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.</p>
<p><b>Student Engagement: EL Protocols</b></p>	
<p><b>EL Protocols:</b>  <a href="https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYIt6yT6XY/view?usp=sharing">https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYIt6yT6XY/view?usp=sharing</a></p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p><b>Classroom Protocols in Action: Science Talk</b>  <a href="https://vimeo.com/169909161">https://vimeo.com/169909161</a></p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p><b>Social Emotional Learning Resources</b></p>	
<p><b>EL Character Framework</b>  <a href="https://characterframework.education.org/">https://characterframework.education.org/</a></p>	<p>Central to EL Education curriculum is a focus on “habits of character” and <b>social-emotional learning</b>. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p><b>Edutopia: Social Emotional Learning</b>  <a href="https://www.edutopia.org/social-emotional-learning">https://www.edutopia.org/social-emotional-learning</a></p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p><b>Social Emotional Learning: FAQ</b>  <a href="https://casel.org/faqs/">https://casel.org/faqs/</a></p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p><b>Aspen Institute: National Commission on Social, Emotional, and Academic Development</b>  <a href="https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/">https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</a></p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p><b>Additional Resources</b></p>	
<p><b>The moDEL Detroit Project:</b>  <a href="https://www.detroitk12.org/Page/9721">https://www.detroitk12.org/Page/9721</a></p>	<p>The moDEL Detroit Project Provides both planning and delivery resources to teachers who are implementing the EL Education Curriculum. <b>This includes PowerPoints for every lesson in grades K-8.</b> These resources were developed in conjunction with various literacy experts. However, SCS</p>

teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson's priorities identified for their students. Please note, once downloaded, the PowerPoints can be revised to meet your needs.

## ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

**SL: English Language Development**

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student's level.

**Model Performance Indicators (MPIs):** Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

### Content Connections

This module is designed to address English Language Arts (ELA) standards. However, the module intentionally incorporates social studies content that many teachers may be teaching during other parts of the day. These intentional connections are described in the following section.

### Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 1 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on EL and **Social Emotional Learning: *Fostering Character in a Collaborative Classroom*** Please click link below:

<https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyyplAbJ-poE/view?usp=sharing>

**Note:** You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are **in bold print** under the protocol heading. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

**Module Overview: Understanding Perspectives: The Land of the Golden Mountain**

In this module, students are involved in a study of how an author develops point of view and how an author's perspective, based on his or her culture, is evident in his or her writing. Students will read Lawrence Yep's *Dragonwings* (870L), a high-interest novel about an eight-year-old boy from China who joins his father in San Francisco in the early 1900s. As they read the novel, students also will read excerpts of Lawrence Yep's biography *The Lost Garden* in order to determine how his culture and his experiences shaped his perspective and how his perspective is evident in his novel *Dragonwings*. Through the close reading of these texts, students will learn multiple strategies for acquiring and using academic vocabulary. At the end of Unit 1, having read half of the novel, students will write a short, on-demand response explaining how being brought up in a Chinese family in San Francisco affected Lawrence Yep's perspective of Chinese immigrants living in San Francisco, supported by details from *Dragonwings* that show evidence of his perspective. In

Unit 2, students analyze how point of view and perspective is conveyed in excerpts of "Comprehending the Calamity," a primary source account written by Emma Burke about her experiences of the 1906 San Francisco earthquake and fires. In a literary analysis at the end of Unit 2, students compare the point of view of Emma Burke of the immediate aftermath of the earthquake to the point of view of Moon Shadow in *Dragonwings*. Students finish the module by researching to gather factual information and eyewitness accounts about the 1906 San Francisco earthquake and fire in order to write their own newspaper articles containing multiple perspectives about how the earthquake and fires affected the people of San Francisco. **This task addresses ELA Standards RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3a.**

**Guiding Questions and Big Ideas**

- **How does an author develop the narrator's point of view and perspective?**
- **How does an author's culture affect his perspective, and how is that perspective communicated through his writing?**
- **How does an author's purpose affect the narrator's point of view?**
- **What is the purpose of a newspaper article?**
- *Understanding diverse points of view helps us to live in an increasingly diverse society.*
- *Newspaper articles contain multiple perspectives of the same event in order to give the reader a sense of what an event was like for a lot of different people.*
- *An author's culture, background, and purpose can affect the narrator's point of view.*

**Performance Task**

In this performance task, students have a chance to complete their learning about the 1906 San Francisco earthquake and fire and how it affected the people of San Francisco by writing a newspaper article about the event. They research to gather factual information and eyewitness accounts, and then use their research to determine an angle they want to take when writing their article. They use journalist tools and techniques like the five W's and the inverted pyramid to make their newspaper article as authentic as possible, and they analyze real-world newspaper articles in order to build criteria for their own work. **This task addresses ELA Standards RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3.**

### Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about San Francisco in the early 1900s. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described in the following section.

### Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 1 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- A. Role of social, political, and cultural interactions in the development of identity
- B. Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- C. Development, Movement, and Interaction of Cultures
- D. Role of diversity within and among cultures

For additional informational on EL and **Social Emotional Learning: *Fostering Character in a Collaborative Classroom*** Please click link below:

<https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyyplAbJ-poE/view?usp=sharing>

**Note:** You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are **in bold print** under the protocol heading. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.



## Sixth Grade Module 3 Unit 1: Understanding Perspectives:

### The Land of the Golden Mountain

#### Narrator's Point of View and Evidence of Author's Perspective in *Dragonwings*

##### Unit 1 Overview

In this unit, students are involved in a study of how an author develops point of view and how an author's perspective, based on his or her culture, is evident in his or her writing. Students will begin reading Laurence Yep's *Dragonwings* (870L), a high-interest novel about an eight-year old boy from China who joins his father in San Francisco in the early 1900s. As they read the novel, students will also read excerpts of Laurence Yep's biography *The Lost Garden* in order to determine how his culture and experiences have shaped his perspective, and how his perspective is

evident in *Dragonwings*. Through the close reading of these texts, students will learn multiple strategies for acquiring and using academic vocabulary. At the end of Unit 1, having read half of the novel, students will write a literary analysis explaining how being brought up in a Chinese family in San Francisco affected Laurence Yep's perspective of Chinese immigrants living in San Francisco, supported by details from *Dragonwings* that show evidence of his perspective.

##### Mid-Unit 1 Assessment: Point of View, Figurative Language, and Passage Connections from *Dragonwings*

**This assessment centers on ELA CCSS RL 6.4, RL 6.5, RL 6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c.** For this assessment, students read a new excerpt of *Dragonwings* and use a graphic organizer to analyze how the author develops the narrator's point of view. They also answer selected-response questions about word and phrase meaning, and how a sentence/paragraph fits into the overall structure of the text in the excerpt. In Part 2 of the assessment, students create and annotate a scene from *Dragonwings* showing the theme "It's hard to fit in when you move to live in another culture."

##### End-of-Unit 1 Assessment: Evidence of Author's Perspective in *Dragonwings*

**This assessment centers on ELA CCSS RL.6.4 and RL.6.6a.** Students read a passage from Laurence Yep's autobiography *The Lost Garden* and an excerpt from *Dragonwings*, and they write an on-demand connection statement explaining how being brought up in a Chinese family in San Francisco affected Laurence Yep's perspective of Chinese immigrants living in San Francisco, supported by details from *Dragonwings* that show evidence of his perspective. They also analyze connotative language in the excerpt of *Dragonwings*.

**Required Unit Trade Book(s):** *Dragonwings*

**Suggested Pacing:** This unit is approximately 2 weeks or 10 sessions of instruction.

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task
<p><u><a href="#">Lesson 1</a></u></p> <p><b>Learning from the Narrator’s Point of View: Introducing Dragonwings</b></p> <p><b><u>Lesson Vocabulary</u></b></p> <p>point of view                      first person                      third person                      omniscient                      evidence                      technique                      lynched (1)</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Introducing the Novel (5 minutes)</p> <p>B. Unpacking Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading the First Pages of the Novel (10 minutes)</p> <p>B. Analyzing Point of View: Moon Shadow’s Point of View of the “Land of the Golden Mountain” and the “Demons” (10 minutes)</p> <p>C. Determining Author’s Techniques for Developing Point of View (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Distribute Structured Notes and Word-catcher (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Finish reading Chapter 1 of Dragonwings. Record any new vocabulary on your word-catcher. As you read, use evidence flags to identify three text details from page 5 onward related to the focus question below. Code each flag as a thought, word, or action to show the technique that Laurence Yep was using to convey Moon Shadow’s point of view.</p> <p>B. Answer the point of view focus question for Chapter 1 on your structured notes organizer, using the evidence from your</p>	<ul style="list-style-type: none"> <li>I can analyze how an author develops a narrator or speaker’s point of view. <b>(RL.6.6) (6.RL.CS.6)</b></li> </ul> <p><u>Ongoing Assessment</u></p> <p>None</p> <p><u>Protocols</u></p> <p>None</p>	<p>Work Time B                      Work Time C</p> <p><b>Notes:</b>  <i>Students are introduced to the concept of point of view. They also learn to distinguish between point of view (perspective) and the literary term to describe point of view (1<sup>st</sup> person, 3<sup>rd</sup> person).</i></p>

	<p>flags: – “What does Moon Shadow think about the Land of the Golden Mountain and the demons that live there?”</p>		
<p><b><u>Lesson 2</u></b></p> <p><b>Analyzing Point of View and Figurative Language: Chapter 1</b></p> <p><b><u>Lesson Vocabulary</u></b></p> <p>point of view</p> <p>gist</p> <p>literal language</p> <p>figurative language</p> <p>simile</p> <p>metaphor</p> <p>personification</p> <p>sewage</p> <p>bilge</p> <p>bay</p> <p>fragrant</p> <p>kinsmen</p> <p>measurements (15)</p> <p>immigrants</p> <p>courtyard</p> <p>ornamentation (16)</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Chapter 1 of <i>Dragonwings</i> (3 minutes)</p> <p>B. Unpacking Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Rereading Pages 15–16 of <i>Dragonwings</i> for Gist (10 minutes)</p> <p>B. Analyzing Moon Shadow’s Point of View (15 minutes)</p> <p>C. Analyzing Figurative Language and Tone (7 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: How Does a Passage Contribute to a theme? (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 2 of <i>Dragonwings</i>. Answer this question in your structured notes: – “What does Moon Shadow think about where the Tang people live?” Use evidence flags to identify three text details from across the chapter to support your answer. Code each flag as a thought, word, or action to</p>	<ul style="list-style-type: none"> <li>• I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> <li>• I can analyze how an author’s word choice affects tone and meaning in a literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> <li>• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. <b>(RL.6.5) (6.RL.CS.5)</b></li> <li>• I can analyze how an author develops a narrator or speaker’s point of view. <b>(RL.6.6) (6.RL.CS.6)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Structured notes (from</li> </ul>	<p>Work Time B Work Time C Closing and Assessment A</p> <p><b>Notes:</b> <i>Students are introduced to the Point of View Graphic Organizer that will also be used on the Mid-Unit Assessment. The graphic organizer supports students’ analysis of point of view, tone, and meaning of words. In the closing, students make a connection to a theme, which is a skill that needs to be developed for Part 2 of the mid-unit assessment.</i></p>

	<p>show the technique that Laurence Yep used to convey Moon Shadow's point of view.</p>	<p>homework)</p> <ul style="list-style-type: none"> <li>Gist annotated on sticky notes</li> <li>Moon Shadow's Point of View graphic organizer for pages 15–16</li> <li>Exit Ticket: How Does a Passage Contribute to a Theme?</li> </ul> <p><b>Protocols</b> Back-to-Back, Face-to-Face protocol</p>	
<p><b><u>Lesson 3</u></b></p> <p><b>Analyzing Point of View and Figurative Language: Chapter 2</b></p> <p><b><u>Lesson Vocabulary</u></b> Gist figurative language tone point of view souvenir safeguards guardians inhabitants (23) amiably tunic flitting vendors (24) flanks zinc (25)</p>	<p><b>1. Opening</b> A. Engaging the Reader: Chapter 2 of Dragonwings (8 minutes) B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b> A. Rereading Pages 23–25 of Dragonwings for Gist (10 minutes) B. Analyzing Point of View, Figurative Language, and Tone: Pages 23–25 (10 minutes) C. Determining Author's Techniques: Point of View, Tone and Meaning, and Figurative Language (10 minutes)</p> <p><b>3. Closing and Assessment</b> A. Exit Ticket: How Does the Chapter Contribute to a Theme? (5 minutes)</p> <p><b>4. Homework</b> A. Read Chapter 3 of</p>	<ul style="list-style-type: none"> <li>I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> <li>I can analyze how an author's word choice affects tone and meaning in a literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> <li>I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. <b>(RL.6.5) (6.RL.CS.5)</b></li> <li>I can analyze how an author develops a narrator or speaker's point of view. <b>(RL.6.6) (6.RL.CS.6)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> </ul>	<p>Work Time B Work Time C Closing and Assessment A</p> <p><b>Notes:</b> <i>Students begin to gradually work more independently in this lesson. They work together to complete the Point of View Graphic Organizer that is used in the Mid-Unit assessment. In the closing, students make a connection to a theme, which is a skill that needs to be developed for Part 2 of the mid-unit assessment.</i></p>

	<p>Dragonwings. Answer this question in your structured notes: – “What does Moon Shadow think about his father?”</p> <p>B. Use evidence flags to identify three text details from the chapter to support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep used to convey Moon Shadow’s point of view.</p>	<ul style="list-style-type: none"> <li>• Gist annotated on sticky notes</li> <li>• Point of View graphic organizer for pages 23–25</li> </ul> <p><b>Protocols</b> None</p>	
<p><b><u>Lesson 4</u></b></p> <p><b>Analyzing Point of View and Figurative Language: Chapter 3</b></p> <p><b><u>Lesson Vocabulary</u></b> gist figurative language tone point of view tamed (41) crystal set filaments (42) reassuring superior devices (43) newfound (60)</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Chapter 3 of <i>Dragonwings</i> (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Rereading Pages 41–43 and 60–61 of <i>Dragonwings</i> for Gist (10 minutes)</p> <p>B. Analyzing Point of View, Figurative Language, and Tone: Pages 41–43 and 60–61 (10 minutes)</p> <p>C. Determining Author’s Techniques: Point of View, Tone and Meaning, and Figurative Language (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: How Does the Chapter Contribute to a Theme? (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 4 up to the end</p>	<ul style="list-style-type: none"> <li>• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> <li>• I can analyze how an author’s word choice affects tone and meaning in a literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> <li>• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. <b>(RL.6.5) (6.RL.CS.5)</b></li> <li>• I can analyze how an author develops a narrator or speaker’s point of view. <b>(RL.6.6) (6.RL.CS.6)</b></li> </ul> <p><b>Ongoing Assessment</b></p>	<p>Work Time B Work Time C Closing and Assessment A</p> <p><b>Notes:</b> <i>Students continue to move towards independence in analyze text for point of view, interpreting figurative language, tone, and word meaning. They work together to complete the Point of View Graphic Organizer that is used in the Mid-Unit assessment. In the closing, students make a connection to a theme, which is a skill that needs to be developed for Part 2 of the mid-unit assessment.</i></p>

	<p>of page 70 of <i>Dragonwings</i>. Answer this question in your structured notes:</p>	<ul style="list-style-type: none"> <li>• Structured notes (from homework)</li> <li>• Gist annotated on sticky notes</li> <li>• New vocabulary on wordcatcher</li> <li>• Moon Shadow's Point of View graphic organizer: pages 41–43 and 60–61</li> </ul> <p><b>Protocols</b> <b>None</b></p>	
<p><b><u>Lesson 5</u></b></p> <p><b>Mid-Unit Assessment: Developing the Narrator's Point of View, Figurative Language, and Connecting Passages across the Novel <i>Dragonwings</i></b></p> <p><b><u>Lesson Vocabulary</u></b> Do not preview vocabulary.</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Chapter 4 of <i>Dragonwings</i> (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit 1 Assessment, Part 1 (20 minutes)</p> <p>B. Choosing a Scene for Mid-Unit Assessment, Part 2 (5 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Mid-Unit 1 Assessment, Part 2: Drawing a Scene to Illustrate a Theme (13 minutes)</p> <p><b>4. Homework</b></p> <p>A. Finish drawing your scene from <i>Dragonwings</i> illustrating the theme: "It's hard to fit in when you move to live in another culture."</p>	<ul style="list-style-type: none"> <li>• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> <li>• I can analyze how an author's word choice affects tone and meaning in a literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> <li>• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. <b>(RL.6.5) (6.RL.CS.5)</b></li> <li>• I can analyze how an author develops a narrator or speaker's point of view. <b>(RL.6.6) (6.RL.CS.6)</b></li> <li>• I can use context (e.g., the overall meaning of a sentence or paragraph; a</li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students analyze a text independently using a graphic organizer that is identical to the one they have been using to track point of view in the novel thus far. They also answer a series of constructed response questions. Students will draw a scene that illustrates a theme in Part 2 of the assessment.</i></p>

		<p>word’s position or function in a sentence) to determine the meaning of a word or phrase. <b>(L.6.4a)</b> <b>(6.L.VAU.4a)</b></p> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> <li>Mid-Unit 1 Assessment, Part 1: Point of View, Figurative Language, and Passage Connections from Dragonwings</li> <li>Mid-Unit 1 Assessment, Part 2: A Scene to Illustrate a Theme</li> </ul> <p><b><u>Protocols</u></b></p> <p><b>None</b></p>	
<p><b><u>Lesson 6</u></b></p> <p><b>Introducing <i>The Lost Garden</i> and Finding Evidence of Laurence Yep’s Perspective on What It’s Like to Fit into Another Culture on Pages 66–67 of <i>Dragonwings</i></b></p> <p><b><u>Lesson Vocabulary</u></b> Gist Autobiography Culture Perspective infer</p> <p>Paragraph 1: sheer, circumstance Paragraph 2: elements, cast Paragraph 3: adjusting</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (7 minutes)</p> <p><b>2. Work Time</b> A. Reading the Opening Excerpt from The Lost Garden for Gist (12 minutes) B. Identifying Cultural Details through Text-Dependent Questions on the Opening Excerpt of The Lost Garden (8 minutes) C. Writing an Inference Statement: Laurence Yep’s Perspective (8 minutes)</p> <p><b>3. Closing and Assessment</b></p>	<ul style="list-style-type: none"> <li>I can explain how an author’s geographic location or culture affects his or her perspective. <b>(RL.6.6)</b> <b>(6.RL.CS.6)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Gathering Evidence of Yep’s Perspective graphic organizer: Opening Excerpt</li> </ul> <p><b><u>Protocols</u></b></p> <p><b>None</b></p>	<p>Work Time B Work Time C</p> <p><b>Notes:</b> <i>Students are introduced to Laurence Yep’s autobiography. Over the course of the rest of the unit, they will read three excerpts from Yep’s autobiography to identify how his culture affects his perspective. The graphic organizer introduced in this lesson is designed to support students through the rest of Unit 1.</i></p>

	<p>A. Identifying Evidence of Laurence Yep’s Perspective in Dragonwings (10 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read the rest of Chapter 4 (page 74 onward) in Dragonwings. Answer this question in your structured notes: * “What is Moon Shadow’s point of view of the opium dens? How do you know?” Use evidence flags to identify three text details from the rest of this chapter to support your answer.</p>		
<p><u><a href="#">Lesson 7</a></u></p> <p><b>Inferring Laurence Yep’s Perspective on the Police from the Crime in the Neighborhood Excerpt of <i>The Lost Garden</i></b></p> <p><u><b>Lesson Vocabulary</b></u>                  Gist                  Infer                  Perspective                  Paragraph 3: lingered                  Paragraph 4: blustered, threatened                  Paragraph 5: agonizing, circular file, confrontation</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Chapter 4, Pages 74–97 of Dragonwings (5 minutes)</p> <p>B. Unpacking Learning Targets (3 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading for Gist: The Crime in the Neighborhood Excerpt from The Lost Garden (15 minutes)</p> <p>B. Identifying Cultural Details through Questions: The Crime in the Neighborhood Excerpt of The Lost Garden (8 minutes)</p> <p>C. Inferring Laurence Yep’s Perspective on the Police (9 minutes (8 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Sharing Ideas (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can explain how an author’s geographic location or culture affects his or her perspective. <b>(RL.6.6) (6.RL.CS.6)</b></li> </ul> <p><u><b>Ongoing Assessment</b></u></p> <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> <li>Gathering Evidence of Yep’s Perspective: Crime in the Neighborhood graphic organize</li> </ul> <p><u><b>Protocols</b></u>                  Concentric Circles protocol</p>	<p>Work Time B                  Work Time C</p> <p><b>Notes:</b>  <i>This lesson is similar in structure to Lesson 6, but it does not refer back to the novel. Students identify how Yep’s culture affects his perspective.</i></p>

	<p><b>4. Homework</b></p> <p>A. Read Chapter 5 up to page 108, stopping after "... all the others in the room could feel it too." Answer this focus question in your structured notes: * "What was Moon Shadow's point of view of Black Dog after he stole the collection money?" Use evidence flags to identify three text details from this section of Chapter 5 to support your answer.</p>		
<p><u><b>Lesson 8</b></u></p> <p><b>Finding Evidence of Laurence Yep's Perspective of the Police in <i>Dragonwings</i></b></p> <p><u><b>Lesson Vocabulary</b></u>                  Perspective                  connotative language                  sleepers                  justices (106)</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Chapter 5 of <i>Dragonwings</i> (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Feedback from Mid-Unit 1 Assessment (4 minutes)</p> <p>B. Introducing Connotative Language (10 minutes)</p> <p>C. Identifying Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> (14 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Forming a Connection Statement about Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> (10 minutes)</p> <p><b>4. Homework</b></p> <p>A. Finish reading Chapter 5, pages 108–123. Answer this focus question in your structured notes: * "How does</p>	<ul style="list-style-type: none"> <li>I can explain how an author's geographic location or culture affects his or her perspective. <b>(RL.6.6) (6.RL.CS.6)</b></li> <li>I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text. <b>(RL.6.4) (6.RL.CS.4)</b></li> </ul> <p><u><b>Ongoing Assessment</b></u>                  Structured notes (from homework)                  Gathering Evidence of Yep's Perspective: Crime in the Neighborhood graphic organizer</p> <p><u><b>Protocols</b></u>                  None</p>	<p>Work Time B                  Work Time C                  Closing and Assessment A</p> <p><b>Notes:</b>  <i>Students complete the final column of their Crime in the Neighborhood graphic organizer, adding evidence of Yep's perspective of the police in Dragonwings. They also make a connection statement using a graphic organizer that is similar to the one used on the end of unit assessment.</i></p>

	<p>Moon Shadow’s point of view of his father change in this chapter?” Use evidence flags to identify three text details to support your answer.</p>		
<p><b><u>Lesson 9</u></b></p> <p><b>Inferring Laurence Yep’s Perspective of Being Chinese from the “Being Chinese” Excerpt of <i>The Lost Garden</i></b></p> <p><b><u>Lesson Vocabulary</u></b>                  Perspective                  Infer                  Paragraph 1: quarreled, comic-pitched battle                  Paragraph 2: caricatures, exaggerated, clad                  Paragraph 3: slunk,                  Paragraph 4: imitations, obnoxious, banquet</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Chapter 5 of <i>Dragonwings</i> (5 minutes)</p> <p>B. Unpacking Learning Targets (3 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading for Gist: Being Chinese Excerpt from <i>The Lost Garden</i> (15 minutes)</p> <p>B. Identifying Cultural Details through Questions: Being Chinese Excerpt from <i>The Lost Garden</i> (8 minutes)</p> <p>C. Inferring Laurence Yep’s Perspective of Being Chinese (9 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Sharing Ideas (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 6 of <i>Dragonwings</i> and answer this focus question in your structured notes: – “What is Moon Shadow’s point of view of Miss Whitlaw in this chapter?” Use evidence flags to identify three text details that support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep used to convey Moon</p>	<ul style="list-style-type: none"> <li>I can explain how an author’s geographic location or culture affects his or her perspective. <b>(RL.6.6) (6.RL.CS.6)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> <li>Gathering Evidence of Yep’s Perspective: “Being Chinese” graphic organizer</li> </ul> <p><b><u>Protocols</u></b></p> <p><b>None</b></p>	<p>Work Time B                  Work Time C</p> <p><b>Notes:</b>  <i>This lesson is also similar in structure to Lesson 6, but it does not refer back to the novel. Students identify how Yep’s culture affects his perspective.</i></p>

	Shadow's point of view of Miss Whitlaw.		
<p><b><u>Lesson 10</u></b></p> <p><b>End of Unit Assessment: Finding Evidence of Laurence Yep's Perspective on Being Chinese in <i>Dragonwings</i> and Determining Connotative Language</b></p> <p><b><u>Lesson Vocabulary</u></b> Do not pre-teach vocabulary for this assessment.</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b> A. End of Unit 1 Assessment (35 minutes)</p> <p><b>3. Closing and Assessment</b> A. Concentric Circles: What Can We Learn from Laurence Yep? (8 minutes)</p> <p><b>4. Homework</b> A. Read Chapter 7 up to page 150, stopping near the end of the page after "Father and I excused ourselves and left." Answer this question in your structured notes: – "What are the differences between how Miss Whitlaw views dragons and how Moon Shadow views dragons?" Use evidence flags to identify three text details in this part of the chapter to support your answer.</p>	<ul style="list-style-type: none"> <li>I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text. <b>(RL.6.4)</b> <b>(6.RL.CS.4)</b></li> <li>I can explain how an author's geographic location or culture affects his or her perspective. <b>(RL.6.6)</b> <b>(6.RL.CS.6)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>End of Unit 1 Assessment</li> </ul> <p><b><u>Protocols</u></b></p> <p><b>None</b></p>	<p>Work Time A</p> <p><b>Notes:</b> <i>This end of unit assessment builds on the work completed in Lesson 9 and is similar in structure to Lesson 8, although students will work independently to find evidence of Laurence Yep's perspective on being Chinese in <i>Dragonwings</i>.</i></p>



## Unit 2 Overview

# Sixth Grade Module 3 Unit 2: Comparing Varying Points of View of the Same Topic or Event

In this unit, students are introduced to the performance task in order to give them a purpose for learning about the 1906 San Francisco earthquake. Students continue reading and discussing *Dragonwings*, but now also dig in more deeply to informational text about this time and place in history. Students are involved in a study of how a point of view is conveyed in an informational text about the earthquake and how an author introduces, illustrates, and elaborates on a topic within an excerpt of text. Students will read excerpts of “Comprehending the Calamity,” an informative report of the 1906 earthquake and fire by Emma Burke, who lived in San Francisco at the time and experienced the earthquake. As they read the excerpts, students will identify her point of view of particular aspects of the event like the earthquake itself, the immediate aftermath, and the relief camps. They will also analyze how Burke introduces, illustrates, and elaborates on each of these aspects of the earthquake in the excerpts. In the second half of the unit, students write an essay explaining how the author’s purpose affects point of view. They compare and contrast Emma Burke’s point of view of the immediate aftermath of the earthquake with Moon Shadow’s point of view of the immediate aftermath and explain how they are different as a result of the author’s purpose.

### Mid-Unit 2 Assessment: Short Response: Analyzing the Point of View: Relief Camps

**This assessment centers on ELA CCSS RI.6.3, RI.6.6 and RI.6.4.** Students read a new excerpt from the text by Emma Burke. There are two parts to this assessment. In Part A, students determine word and phrase meaning from the excerpt and analyze how she has introduced, illustrated, and elaborated on the relief camps. In Part B, students determine the author’s point of view and how it has been conveyed, using a graphic organizer that they have been using throughout the first half of the unit.

### End-of-Unit 2 Assessment: Literary Analysis: How do the author’s purposes affect the narrator’s points of view of the immediate aftermath of the earthquake?

**This assessment addresses ELA CCSS W.6.2a, b, c, d, e, f, W.6.9, W.6.9a, L.6.2, L.6.2a, and L.6.2b.** Students write the final draft of their literary analysis essay in which they compare Moon Shadow’s point of view of the immediate aftermath of the earthquake to Emma Burke’s point of view in order to explain how author’s purpose can affect the narrator’s point of view.

**Required Unit Trade Book(s):** *Dragonwings*

**Suggested Pacing:** This unit is approximately 3 weeks or 14 sessions of instruction.

Unit 2 Lessons	Agenda	Daily Learning	Prioritized Task
<p><a href="#"><u>Lesson 1</u></a></p> <p><b>Launching the Performance Task: The 1906 San Francisco Earthquake and Fire</b></p> <p><b>Lesson Vocabulary</b> Notice Wonder Accurate Tremor Rubble dynamite outskirts rationed</p>	<p><b>1. Opening</b></p> <p>A. Launching the Research Topic: Mystery Photographs (10 minutes)</p> <p>B. Reviewing Learning Target (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Gathering Data from a Video (12 minutes)</p> <p>B. Gathering Data from a Text (10 minutes)</p> <p>C. Summing Up the Data: Explaining the Mystery Event (5 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Introducing the Performance Task (6 minutes)</p> <p><b>4. Homework</b></p> <p>A. Finish reading Chapter 7 of <i>Dragonwings</i>, starting on page 156 with, “It was about two demon weeks after the water-pump incident.” Use evidence flags to identify three text details from the rest of Chapter 7, then answer the focus question in your structured notes using text evidence</p>	<p>A. I can use a variety of media to develop and deepen my understanding of a topic or idea. <b>(RI.6.7) (6.RI.IKI.7)</b></p> <p>B. I can interpret information presented in different media and formats. <b>(SL.6.2) (6.SL.2)</b></p> <p><b>Ongoing Assessment</b> KWL anchor chart</p> <p><b>Protocols</b> None</p>	<p>Work Time A Work Time B Closing and Assessment A</p> <p><b>Notes:</b> <i>Students are formally introduced to the performance task prompt so that they know what they are being asked to do by the end of Unit 3. They are introduced to the 1906 San Francisco earthquake and fire with mystery photographs of the actual event and its aftermath.</i></p>
<p><a href="#"><u>Lesson 2</u></a></p> <p><b>Introducing “Comprehending the Calamity</b></p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Pages 156–170 of <i>Dragonwings</i> (5 minutes)</p> <p>B. Unpacking Learning Targets</p>	<ul style="list-style-type: none"> <li>I can analyze how key individuals, events, or ideas are developed throughout a text. <b>(RI.6.3) (6.RI.KID.3)</b></li> </ul>	<p>Work Time A Work Time B Work Time C Closing and Assessment</p>

<p><b><u>Lesson Vocabulary</u></b>                  Gist                  illustrates                  elaborate                  comprehending                  calamity                  domain-specific vocabulary                  attorney                  entirety                  fortunate                  figurative language                  arisen                  occupied                  descended                  hurled                  footboard                  commenced                  casing                  distinguished                  marine                  mutual                  utmost                  momentarily</p>	<p>(4 minutes)</p> <p><b>2. Work Time</b>                  A. Introducing the Earthquake Excerpt of “Comprehending the Calamity” (5 minutes)                  B. Finding the Gist and Identifying Vocabulary: The Earthquake Excerpt of “Comprehending the Calamity” (14 minutes)                  C. Determining the Meaning of Unfamiliar Words and Phrases (7 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Analyzing How Emma Burke Introduces, Illustrates, and Elaborates on the 1906 San Francisco Earthquake (10 minutes)</p> <p><b>4. Homework</b>                  A. Read Dragonwings, Chapter 8: “Earth, Wind, and Water.” Use evidence flags to identify three text details from Chapter 8, then answer the focus question in your structured notes using textual evidence</p>	<ul style="list-style-type: none"> <li>I can use a variety of strategies to determine word meaning in informational texts. <b>(RI.6.4) (6.RI.CS.4)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Structured Notes</li> </ul> <p><b><u>Protocols</u></b>                  Concentric Circles protocol</p>	<p><b>Notes:</b>  <i>Students analyze the point of view of different aspects of the 1906 San Francisco earthquake in a primary source document, “Comprehending the Calamity.” Students read an excerpt of the text for gist and analyze how Emma Burke introduces, illustrates, and elaborates on the 1906 San Francisco earthquake. All of these skills are directly related to the mid-unit assessment.</i></p>
<p><b><u>Lesson 3</u></b>  <b>Analyzing Author’s Point of View: Earthquake Excerpt of “Comprehending the Calamity”</b></p> <p><b><u>Lesson Vocabulary</u></b>                  point of view                  conveys</p>	<p><b>1. Opening</b>                  A. Engaging the Reader: Chapter 8 of Dragonwings (8 minutes)                  B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b>                  A. Analyzing the Author’s Point of View of the Earthquake (20 minutes)</p>	<ul style="list-style-type: none"> <li>I can determine an author’s point of view or purpose in an informational text. <b>(RI.6.6) (6.RI.CS.6)</b></li> <li>I can explain how an author’s point of view is conveyed in an informational text. <b>(RI.6.6) (6.RI.CS.6)</b></li> </ul>	<p>Work Time A                  Closing and Assessment A</p> <p><b>Notes:</b>  <i>Students analyze the same excerpt they read for the gist in the previous lesson. In this lesson, they identify Emma Burke’s point of view of the</i></p>

	<p><b>3. Closing and Assessment</b>                      A. Analyzing How the Author Conveys Her Point of View (15 minutes)</p> <p><b>4. Homework</b>                      A. Read Dragonwings, Chapter 9: “The Dragon Wakes,” pages 189–206, stopping at, “... while Father picked up his hats, dusted them off, and set them on his head one by one.” Use evidence flags to identify three text details from Chapter 9, then answer the focus question in your structured notes using text evidence.</p>	<p><b>Ongoing Assessment</b>                      Author’s Point of View Graphic Organizer: Earthquake Excerpt</p> <p><b>Protocols</b>                      None</p>	<p><i>earthquake. They then identify how she conveyed her point of view, which is the same skills they will have to demonstrate on the mid-unit assessment.</i></p>
<p><b><u>Lesson 4</u></b></p> <p><b>Finding the Gist of the Immediate Aftermath Excerpt of “Comprehending the Calamity”</b></p> <p><b><u>Lesson Vocabulary</u></b>                      Tortuous                      domain-specific vocabulary                      clasping                      cherished                      substantial                      hastily                      inebriated attitudes                      obtain                      elevated                      timbering                      unconscious                      insurmountable</p>	<p><b>1. Opening</b>                      A. Engaging the Reader: First Part of Chapter 9 of Dragonwings (7 minutes)                      B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b>                      A. Finding the Gist and Identifying Vocabulary: Immediate Aftermath Excerpt of “Comprehending the Calamity” (16 minutes)                      B. Determining the Meaning of Unfamiliar Words and Phrases (10 minutes)</p> <p><b>3. Closing and Assessment</b>                      A. Analyzing How Emma Burke Introduces, Illustrates, and Elaborates on the Immediate Aftermath of the 1906 San</p>	<ul style="list-style-type: none"> <li>I can analyze how key individuals, events, or ideas are developed throughout a text. <b>(RI.6.3) (6.RI.KID.3)</b></li> <li>I can use a variety of strategies to determine word meaning in informational texts. <b>(RI.6.4) (6.RI.CS.4)</b></li> </ul> <p><b>Ongoing Assessment</b>  <ul style="list-style-type: none"> <li>Structured note</li> </ul></p> <p><b>Protocols</b>                      None</p>	<p>Work Time A                      Closing and Assessment B</p> <p><b>Notes:</b>  <i>This excerpt will be used in the end of unit assessment, so it is important that students have a good understanding of the content. Again, they identify how she conveyed her point of view, which is one of the skills students will have to demonstrate on the mid-unit assessment.</i></p>

	<p>Francisco Earthquake (10 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read the rest of Chapter 9 (pages 207– 222). Use evidence flags to identify three text details from the rest of Chapter 9, then answer the focus question in your structured notes using text evidence.</p>		
<p><b><u>Lesson 5</u></b></p> <p><b>Analyzing Author’s Point of View: Immediate Aftermath Excerpt of “Comprehending the Calamity”</b></p> <p><b><u>Lesson Vocabulary</u></b> point of view convey</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Second Half of Chapter 9 of Dragonwings (8 minutes)</p> <p>B. Reviewing Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Analyzing the Author’s Point of View of the Immediate Aftermath (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Analyzing How the Author Conveys Her Point of View (15 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue Reading Dragonwings and Answer Focus Questions, using structured notes. Read pages 223–236 of Chapter 10 of Dragonwings, stopping at, “All in all, it was a fine evening and we were sorry it had to come to an end.” Use evidence flags to identify text details, then answer the focus question in your structured</p>	<ul style="list-style-type: none"> <li>I can determine an author’s point of view or purpose in an informational text. <b>(RI.6.6) (6.RI.CS.6)</b></li> <li>I can explain how an author’s point of view is conveyed in an informational text. <b>(RI.6.6) (6.RI.CS.6)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Author’s Point of View Graphic Organizer: Immediate Aftermath Excerpt</li> </ul> <p><b><u>Protocols</u></b> None</p>	<p>Work Time A Closing and Assessment A</p> <p><b>Notes:</b> <i>Students analyze the same excerpt they read for the gist in the previous lesson. In this lesson, they identify Emma Burke’s point of view of the earthquake. They then identify how she conveyed her point of view, which is the same skills they will have to demonstrate on the mid-unit assessment.</i></p>

	notes using text evidence.		
<p><b><u>Lesson 6</u></b></p> <p><b>Mid-Unit 2 Assessment: Analyzing the Author’s Point of View: Relief Camps</b></p> <p><b><u>Lesson Vocabulary</u></b> Do not pre-teach vocabulary in this lesson.</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: First Half of Chapter 10 of Dragonwings (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed (15 minutes)</p> <p>B. Mid-Unit 2 Assessment Part B: Determining the Author’s Point of View and How it Is Conveyed (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Self-Assessment of Learning Targets: Vote with Your Feet (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Dragonwings, Chapter 10: “Aroused,” pages 236–256, starting with, “Three days later, on a Saturday morning …” There is no new focus question for this reading.</p>	<ul style="list-style-type: none"> <li>I can analyze how key individuals, events, or ideas are developed throughout a text. <b>(RI.6.3) (6.RI.KID.3)</b></li> <li>I can use a variety of strategies to determine word meaning in informational texts. <b>(RI.6.4) (6.RI.CS.4)</b></li> <li>I can determine an author’s point of view or purpose in an informational text. <b>(RI.6.6) (6.RI.CS.6)</b></li> <li>I can explain how an author’s point of view is conveyed in an informational text. <b>(RI.6.6) (6.RI.CS.6)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment Part A: Determining Word Meaning and How Ideas Are Developed</li> <li>Mid-Unit 2 Assessment Part B: Determining the Author’s Point of View and How it Is Conveyed</li> </ul> <p><b><u>Protocols</u></b> Vote with Your Feet discussion protocol</p>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students read a new excerpt from “Comprehending the Calamity” and analyze word/phrase meaning; the ways the author has conveyed her point of view of the relief camps; and how the author has introduced, illustrated, and elaborated on relief camps. The graphic organizers used for this assessment are the same organizers students have been using throughout the unit so far, so they should be familiar with how to fill them out.</i></p>
<p><b><u>Lesson 7</u></b></p>	<p><b>1. Opening</b></p>	<ul style="list-style-type: none"> <li>I can write informative</li> </ul>	

<p><b>Qualities of a Strong Literary Analysis Essay</b></p> <p><u>Lesson Vocabulary</u> Gist main idea</p>	<p>A. Engaging the Reader: The Second Half of Chapter 10 of Dragonwings (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Unpacking the Prompt and Introducing the Rubric (13 minutes)</p> <p>B. Reading the Model Literary Analysis for Gist (15 minutes)</p> <p>C. Analyzing Content of Model Essay (5 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Mix and Mingle: Next Steps? (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 11 of Dragonwings. Use evidence flags to identify three text details, then answer the focus question in your structured notes, using text evidence.</p>	<p>/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></p> <ul style="list-style-type: none"> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Model literary analysis annotations</li> <li>Mix and Mingle class discussion</li> </ul> <p><b>Protocols</b> None</p>	<p>Work Time A Work Time C</p> <p><b>Notes:</b> <i>Students will write a literary analysis essay comparing how the author's purposes affect the narrator's point of view. They must use evidence from the informational text and the novel to support their analysis. This lesson introduces the end-of-unit prompt and they analyze the content of a model essay.</i></p> <p><i>Use the TN Writing Rubric in Work Time A.</i></p>
<p><u>Lesson 8</u></p> <p><b>Reading for Gist and Analyzing Point of View: Moon Shadow</b></p> <p><u>Lesson Vocabulary</u> structure</p>	<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Chapter 11 of Dragonwings (6 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Analyzing the Structure of the Model Literary Analysis (10 minutes)</p> <p>B. Analyzing Moon Shadow's Point of View of the Immediate Aftermath (19 minutes)</p>	<ul style="list-style-type: none"> <li>I can determine an author's point of view or purpose in an informational text. <b>(RI.6.6) (6.RI.CS.6)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Structured notes Qualities of a Strong Literary Analysis Essay anchor chart</li> <li>Analyzing Moon Shadow's Point of View of the Immediate Aftermath graphic organizer</li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students help create an anchor chart of the structure of a literary analysis essay based on the model literary analysis, and they analyze Moon Shadow's point of view of the immediate aftermath of the earthquake.</i></p>

	<p><b>3. Closing and Assessment</b>                  A. Triad Discussion: Similarities and Differences between the Points of View of Emma Burke and Moon Shadow (8 minutes)</p> <p><b>4. Homework</b>                  A. Read Chapter 12 of Dragonwings and the afterword. Use evidence flags to identify three text details, then answer the focus question in your structured notes, using text evidence.</p>	<p><u><b>Protocols</b></u>                  None</p>	
<p><u><b>Lesson 9</b></u></p> <p><b>Making a Claim: Emma Burke’s Point of View of the Immediate Aftermath of the Earthquake</b></p> <p><u><b>Lesson Vocabulary</b></u>                  skillfully</p>	<p><b>1. Opening</b>                  A. Receiving Feedback from Mid-Unit 2 Assessment (4 minutes)                  B. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b>                  A. Comparing Body Paragraph 1 of the Model Literary Analysis against the Rubric (6 minutes)                  B. Modeling Making an Evidence-Based Claim (8 minutes)                  C. Making an Evidence-Based Claim: Emma Burke’s Point of View of the Immediate Aftermath (16 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Begin Drafting Body Paragraph 1 (9 minutes)</p> <p><b>4. Homework</b>                  A. Use the resources from</p>	<ul style="list-style-type: none"> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> <li>I can 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”). <b>(W.6.9a) (6.W.RBPK.9)</b></li> </ul> <p><u><b>Ongoing Assessment</b></u></p> <ul style="list-style-type: none"> <li>Making a Claim Graphic Organizer: Emma Burke’s Point of View of the Immediate Aftermath</li> <li>Draft of body paragraph 1 of literary analysis essay</li> </ul>	<p>Work Time A                  Work Time B                  Work Time C</p> <p><b>Notes:</b>  <i>Students actually begin drafting their essays. Their writing is scaffolded to incorporate modeling and guidance from the teacher. The focus, in this lesson, is describing Emma Burke’s point of view of the immediate aftermath and supporting claims about this point of view with evidence.</i></p>

	today's lesson to support you in completing this draft of body paragraph 1 about Emma Burke's point of view of the immediate aftermath of the earthquake.	<u>Protocols</u> None	
<p><u>Lesson 10</u></p> <p><b>Making a Claim: Moon Shadow's Point of View of the Immediate Aftermath</b></p> <p><u>Lesson Vocabulary</u> develop</p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Comparing Body Paragraph 2 of the Model Literary Analysis against the Rubric (6 minutes)</p> <p>B. Modeling Making an Evidence-Based Claim (8 minutes)</p> <p>C. Making an Evidence-Based Claim: Moon Shadow's Point of View of the Immediate Aftermath (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Begin Drafting Body Paragraph 2 (9 minutes)</p> <p><b>4. Homework</b></p> <p>A. Finish drafting body paragraph 2.</p> <p>B. Use the resources from today's lesson to support you in completing this body paragraph about Moon Shadow's point of view of the immediate aftermath of the earthquake.</p>	<p>• I can develop the topic with relevant facts, definitions, concrete details, and quotations. <b>(W.6.2d) (6.W.TTP.2)</b></p> <p>• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></p> <p>• I can 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"). <b>(W.6.9a) (6.W.RBPK.9)</b></p> <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> <li>Structured notes</li> <li>Making a Claim Graphic Organizer: Moon Shadow's Point of View of the Immediate Aftermath</li> <li>Draft of body paragraph 2 of literary analysis essay</li> </ul> <p><u>Protocols</u> None</p>	<p>Work Time A Work Time B Work Time C</p> <p><b>Notes:</b> <i>Students continue drafting their essays. Their writing is scaffolded to incorporate modeling and guidance from the teacher. The focus, in this lesson, is describing Moon Shadow's point of view of the immediate aftermath and supporting claims about this point of view with evidence.</i></p>

<p><b><u>Lesson 11</u></b></p> <p><b>Planning for Writing: Introduction and Conclusion of a Literary Analysis Essay</b></p> <p><b><u>Lesson Vocabulary</u></b> Introduction conclusion topic claim evidence</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b> A. Studying the Model and Drafting an Introductory Paragraph (15 minutes) B. Studying the Model and Drafting a Concluding Paragraph (22 minutes)</p> <p><b>3. Closing and Assessment</b> A. Self-Assessment against the Grade 6 TN Explanatory Writing Evaluation Rubric (6 minutes)</p> <p><b>4. Homework</b> A. If you haven't finished your draft literary analysis (introductory paragraph, two body paragraphs, and a conclusion), finish it for homework. Be prepared to hand it in at the beginning of Lesson 12.</p>	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>I can introduce the topic of my text. <b>(W.6.2a) (6.W.TTP.2)</b></li> <li>I can construct a concluding statement or section of an informative/explanatory text. <b>(W.6.2h) (6.W.TTP.2)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>First draft of literary analysis essay</li> <li>Self-assessment against Columns 1 of Grade 6 TN Explanatory Writing Rubric</li> </ul> <p><b><u>Protocols</u></b> None</p>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>By the end of this lesson, students should have finished their draft argument essay for their end of unit assessment. Those who have not finished their draft by the end of this lesson will benefit from taking it home to finish it for homework.</i></p>
<p><b><u>Lesson 12</u></b></p> <p><b>Analyzing the Purpose of a Newspaper Article</b></p> <p><b><u>Lesson Vocabulary</u></b> Gist angle</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (3 minutes) B. Reviewing the Performance Task Prompt and Introducing the Rubric (10 minutes)</p> <p><b>2. Work Time</b> A. Reading the Model Newspaper Article for Gist (14 minutes) B. Chalk Talk: The Purpose of a Newspaper Article (12</p>	<ul style="list-style-type: none"> <li>I can determine the main idea of an informational text based on details in the text. <b>(RI.6.2) (6.RI.KID.2)</b></li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> </ul>	<p>Opening B Work Time A Work Time B</p> <p><b>Notes:</b> <i>This lesson and the next lesson introduce Unit 3 in order to give you some time to provide feedback on the draft literary analysis essays.</i></p>

	minutes) <b>3. Closing and Assessment</b> A. Whole Group Share (6 minutes) <b>4. Homework</b> A. Read your independent reading book.	<b>Ongoing Assessment</b> <ul style="list-style-type: none"><li>Model newspaper article annotations</li><li>Team Chalk Talk chart</li></ul> <b>Protocols</b> None	
<b>Lesson 13</b> <b>Researching Facts</b> <b>Lesson Vocabulary</b> factual information	<b>1. Opening</b> A. Unpacking the Learning Target (3 minutes) <b>2. Work Time</b> A. Analyzing the Factual Information in the Model Newspaper Article (10 minutes) Researching Facts: Part 1 of the Jigsaw (20 minutes) <b>3. Closing and Assessment</b> A. Triad Share: Part 2 of the Jigsaw (12 minutes) <b>4. Homework</b> A. Continue reading your independent reading book.	<ul style="list-style-type: none"><li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li><li>I can conduct short research projects to answer a question. <b>(W.6.7) (6.W.RBPK.7)</b></li></ul> <b>Ongoing Assessment</b> <ul style="list-style-type: none"><li>Researching Factual Information graphic organizer</li></ul> <b>Protocols</b>	Work Time A Closing and Assessment A <b>Notes:</b> <i>Students research factual information about the 1906 San Francisco earthquake and fire to use as a basis for their newspaper articles. This is done in a jigsaw, so each group is given a different research article and they partner up with another group at the end to share what they have found.</i>
<b>Lesson 14</b> <b>End of Unit 2 Assessment: Final Literary Analysis</b> <b>Lesson Vocabulary</b> peer critique conventions comprehension hinder	<b>1. Opening</b> A. Unpacking Learning Targets (2 minutes) <b>2. Work Time</b> A. Language Mini Lesson: Capitalization and Punctuation (10 minutes) B. Peer Critique of Draft Literary Analysis Essays (10 minutes)	<ul style="list-style-type: none"><li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. <b>(L.6.2) (6.L.CSE.2)</b></li><li>I can use punctuation (commas, parentheses, dashes) to set off</li></ul>	Work Time A Work Time B Closing and Assessment A <b>Notes:</b> <i>Students will review and revise their essays to meet the expectations of the Tennessee</i>

	<p><b>3. Closing and Assessment</b>                  A. Writing Final Literary Analysis (23 minutes)</p> <p><b>4. Homework</b></p> <ul style="list-style-type: none"> <li>If you didn't finish writing your final literary analysis, do so for homework. Be prepared to return it at the beginning of the next lesson.</li> </ul>	<p>nonrestrictive/parenthetical elements. <b>(L.6.2a)</b>  <b>(6.L.CSE.2)</b></p> <ul style="list-style-type: none"> <li>I can spell correctly. <b>(L.6.2b)</b>  <b>(6.L.CSE.2)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>End of Unit 2 Assessment: Final Draft of Literary Analysis Essay</li> </ul>	<p><i>Grades 6–8 Explanatory Writing Rubric.</i></p>
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## Sixth Grade Module 3 Unit 3:

### Understanding Perspectives: The Land of the Golden Mountain

#### Researching and Interpreting Information: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco



#### Unit 3 Overview

In this unit, students delve more deeply into learning about the San Francisco earthquake and fire in order to write a newspaper article to answer the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco? The unit informally begins in Lessons 12 and 13 of Unit 2 (while teachers assess students' literary analysis essays). Students begin by researching factual information and eyewitness accounts and collecting what they find on graphic organizers. Students also read literary texts about the earthquake and fires and make connections between the ideas in those texts. In the second half of the unit, students analyze newspaper articles in order to learn about the features of a newspaper article. Students then evaluate the information and quotes they have collected through research to determine an angle for their article. They organize their information to write a newspaper article to answer the research question, following the inverted pyramid structure—where the most important information is at the beginning.

**Mid-Unit 3 Assessment: Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco Part 2: Explaining How New information Connects to the Topic**

**This assessment centers on ELA CCSS RL.6.11, W.6.7, and SL.6.2.** There are two parts to this assessment. In Part 1, students interpret the information presented in diverse media and formats to answer the question: What destruction did the 1906 San Francisco earthquake and fires cause? They record their interpretations on a graphic organizer. In Part 2, students explain orally how the resources they have looked at contribute to the topic of the destruction caused by the 1906 earthquake and fires.

**End-of-Unit 3 Assessment: Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco**

**This assessment centers on ELA CCSS RI.6.7, W.6.2a–f, W.6.4a, and W.6.9.** Students write a first draft of their newspaper article to answer the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco? They choose an angle for their newspaper article and select factual information and eyewitness quotes from research that is most compelling and relevant to their angle. They follow the journalist’s inverted pyramid structure to organize their research and their writing.

**Required Unit Trade Book(s):** *Dragonwings*

**Suggested Pacing:** This unit is approximately 2.5 weeks or 12 sessions of instruction.

Unit 3 Lessons	Agenda	Daily Learning	Prioritized Task
<p><a href="#">Lesson 1</a></p> <p><b>Writing Interview Questions</b></p> <p><b>Lesson Vocabulary</b> aesthetically pleasing despoiled toiled</p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets (3 minutes)</p> <p>B. Connecting the Ideas in Texts: Introducing a Poem (17 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Analyzing Eyewitness Accounts in the Model Newspaper Article (10 minutes)</p> <p>B. Writing Interview Questions (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read your independent reading book.</p>	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>I can interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. <b>(RL.6.11)</b></li> <li>I can conduct short research projects to answer a question. <b>(W.6.7) (6.W.RBPK.7)</b></li> <li>I can use several sources in my research. <b>(W.6.7) (6.W.RBPK.7)</b></li> <li>I can refocus or refine my question when appropriate. <b>(W.6.7) (6.W.RBPK.7)</b></li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Exit Ticket: Interview Questions</li> </ul> <p><b>Protocols</b></p> <p>None</p>	<p>Opening B Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students read a stanza of a poem written by an eyewitness of the earthquake and discuss how it is connected to the other texts they have read. They also write interview questions to aid in their research. Students will be using the questions they record on their exit tickets in the next lesson.</i></p>
<p><a href="#">Lesson 2</a></p> <p><b>Researching: Eyewitness Accounts,</b></p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets (4 minutes)</p>	<ul style="list-style-type: none"> <li>I can recognize, interpret, and make connections in narratives,</li> </ul>	<p>Opening B Work Time A</p>

<p><b>Part 1</b></p> <p><u><b>Lesson Vocabulary</b></u>          eyewitness account          compelling</p>	<p>B. Connecting the Ideas in Texts:          Introducing a Play (15 minutes)</p> <p><b>2. Work Time</b>          A. Researching: Eyewitness          Accounts (21 minutes)</p> <p><b>3. Closing and Assessment</b>          A. Pair Share (5 minutes)</p> <p><b>4. Homework</b>          A. Continue to read your          independent reading book.</p>	<p>poetry, and drama, ethically          and artistically to other texts,          ideas, cultural perspectives,          eras, personal events, and          situations. <b>(RL.6.11)</b></p> <ul style="list-style-type: none"> <li>• I can determine the main idea              of an informational text based              on details in the text. <b>(RI.6.2)</b>  <b>(6.RI.KID.2)</b></li> <li>• I can summarize an              informational text using only              information from the text.  <b>(RI.6.2) (6.RI.KID.2)</b></li> <li>• I can conduct short research              projects to answer a question.  <b>(W.6.7) (6.W.RBPK.7)</b></li> <li>• I can use several sources in my              research. <b>(W.6.7)</b>  <b>(6.W.RBPK.7)</b></li> <li>• i can refocus or refine my              question when appropriate.  <b>(W.6.7) (6.W.RBPK.7)</b></li> </ul> <p><u><b>Ongoing Assessment</b></u></p> <ul style="list-style-type: none"> <li>• Researching Eyewitness              Accounts graphic organize</li> </ul> <p><u><b>Protocols</b></u>  <b>None</b></p>	<p><b>Notes:</b>  <i>In this lesson and the next, students              research eyewitness accounts              looking for quotes to answer their              interview questions. This reading is              in addition to the factual information              they read in Unit 2, Lesson 13.</i></p>
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<p><b><u>Lesson 3</u></b></p> <p><b>Researching: Eyewitness Accounts, Part 2</b></p> <p><b><u>Lesson Vocabulary</u></b> eyewitness account compelling</p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets (4 minutes)</p> <p>B. Connecting the Ideas in Texts: Introducing a Play (17 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Researching: Eyewitness Accounts (19 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Review End of Unit 2 Assessment Feedback (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue to read your independent reading book.</p>	<ul style="list-style-type: none"> <li>I can interpret a short story and make connections between it and other texts I have read. <b>(6.RL.IK1.9)</b></li> <li>I can identify compelling quotes to answer my research questions in an eyewitness account.</li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Researching Eyewitness Accounts graphic organizer</li> </ul> <p><b><u>Protocols</u></b></p> <p>None</p>	<p>Opening B Work Time A</p> <p><b>Notes:</b> <i>This lesson is a continuation of the last, where students research eyewitness accounts looking for quotes to answer their interview questions.</i></p>
<p><b><u>Lesson 4</u></b></p> <p><b>Mid-Unit 3 Assessment Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire</b></p> <p><b><u>Lesson Vocabulary</u></b> Do not pre-teach any vocabulary</p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets (4 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit Assessment Part 1: Interpreting Resources (38 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief (3 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading your independent reading book.</p>	<ul style="list-style-type: none"> <li>I can conduct short research projects to answer a question. <b>(W.6.7) (6.W.RBPK.7)</b></li> <li>I can use several sources in my research. <b>(W.6.7) (6.W.RBPK.7)</b></li> <li>I can refocus or refine my question when appropriate. <b>(W.6.7) (6.W.RBPK.7)</b></li> <li>I can interpret information presented in different media and formats. <b>(SL.6.2) (6.SL.CC.2)</b></li> <li>I can explain how new</li> </ul>	<p>Work Time A</p> <p><b>Notes:</b> <i>In this lesson, students analyze and interpret the information presented in different kinds of media to find answers to the question: “How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?” They fill out the graphic organizer, which is similar to the graphic organizers they have been using in this unit to collect information from research. They also analyze a new literary text and describe how it connects to the other literary texts that have been explored in this module.</i></p>

		<p>information connects to a topic, text, or issue I am studying. <b>(SL.6.2) (6.SL.CC.2)</b></p> <ul style="list-style-type: none"> <li>I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. <b>(RL.6.9) (6.RL.IKI.9)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire</li> </ul> <p><b><u>Protocols</u></b></p> <p>None</p>	
<p><b><u>Lesson 5</u></b></p> <p><b>Mid-Unit 3 Assessment Part 2: Explaining How New Information Connects to the Topic</b></p> <p><b><u>Lesson Vocabulary</u></b></p> <p>Do not pre-teach any vocabulary</p>	<p><b>1. Opening</b></p> <p>A. Unpacking Learning Target (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit Assessment Part 2: Triad Discussion (40 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief (3 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading your independent reading book.</p>	<ul style="list-style-type: none"> <li>I can explain how the new information I found through research deepens my understanding of the destruction of the 1906 San Francisco earthquake and fire.</li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment, Part 2: Explaining How New Information Connects to the Topic Rubric</li> </ul> <p><b><u>Protocols</u></b></p>	<p>Work Time A</p> <p><b>Notes:</b>  <i>Students will explain orally in a small group discussion with you how the resources they have analyzed in Part 1 of the assessment deepen their understanding of the 1906 San Francisco earthquake and fire.</i></p>

		None	
<p><a href="#">Lesson 6</a></p> <p><b>The Five W's</b></p> <p><u>Lesson Vocabulary</u> Angle compelling</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (3 minutes)</p> <p><b>2. Work Time</b> A. Determining the Who, What, Where, When, and Why (19 minutes) B. Determining the Angle (20 minutes)</p> <p><b>3. Closing and Assessment</b> A. Update Anchor Chart (3 minutes)</p> <p><b>4. Homework</b> A. Continue reading your independent reading book.</p>	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> </ul> <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> <li>Five W's web organizer</li> </ul> <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A</p> <p><b>Notes:</b> <i>Students use their research to determine the who, what, where, when, and why of their newspaper article. They also determine the angle of their article.</i></p>
<p><a href="#">Lesson 7</a></p> <p><b>Analyzing the Features of a Newspaper Article</b></p> <p><u>Lesson Vocabulary</u> angle</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (5 minutes)</p> <p><b>2. Work Time</b> A. Receive Feedback from Mid-Unit 3 Assessment (5 minutes) B. Identifying the Features of a Newspaper Article (15 minutes) C. Identifying Relevant Factual Information (17 minutes)</p> <p><b>3. Closing and Assessment</b> A. Update Anchor Chart (3 minutes)</p> <p><b>4. Homework</b> A. Continue reading your independent reading book.</p>	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>I can produce text (print or non-print) that explores a variety of cultures and perspectives <b>(W.6.4a) (6.W.PDW.4)</b></li> </ul> <p><u>Ongoing Assessment</u></p> <p>Annotated newspaper articles</p>	<p>Work Time B Work Time C</p> <p><b>Notes:</b> <i>Students evaluate the information they collected through research in the first half of the unit in order to identify the information that is most relevant to the angle they are taking in their newspaper article.</i></p>
<p><a href="#">Lesson 8</a></p>	<p><b>1. Opening</b> A. Unpacking the Learning Target</p>	<ul style="list-style-type: none"> <li>I can write</li> </ul>	<p>Work Time A</p>

<p><b>Evaluating Eyewitness Accounts</b></p> <p><u>Lesson Vocabulary</u> evaluate</p>	<p>(3 minutes)</p> <p><b>2. Work Time</b>                  A. Introducing the Newspaper Article Planning Graphic Organizer (20 minutes)                  B. Evaluating Eyewitness Quotes (20 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Update Anchor Chart (2 minutes)</p> <p><b>4. Homework</b>                  A. Continue reading your independent reading book.</p>	<p>informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></p> <ul style="list-style-type: none"> <li>I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect). <b>(W.6.2b) (6.W.TTP.2)</b></li> <li>I can develop the topic with relevant facts, definitions, concrete details, and quotations. <b>(W.6.2d) (6.W.TTP.2)</b></li> <li>I can produce text (print or non-print) that explores a variety of cultures and perspectives. <b>(W.6.4a) (6.W.PDW.4)</b></li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> <li>I can apply grade 6 Reading standards to literature (e.g., “compare and contrast texts in different forms or genres [e.g.,</li> </ul>	<p>Work Time B</p> <p><b>Notes:</b>  <i>Students evaluate the eyewitness quotes they have collected in order to choose those most relevant to the factual information while also being compelling.</i></p>
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		<p>stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). <b>(W.6.9a) (6.W.RBPK.9)</b></p> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Eyewitness account quotes recorded on the Newspaper Article Planning graphic organizer</li> </ul> <p><b><u>Protocols</u></b></p> <p>None</p>	
<p><a href="#"><u>Lesson 9</u></a></p> <p><b>Organizing Research: The Inverted Pyramid</b></p> <p><b><u>Lesson Vocabulary</u></b> inverted pyramid visual component lead</p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b> A. Writing the Lead (15 minutes) B. Organizing Research (15 minutes) C. Choosing a Visual Component (8 minutes)</p> <p><b>3. Closing and Assessment</b> A. Writing a Headline and Subheading (5 minutes)</p> <p><b>4. Homework</b> A. Write a headline and subheading for your newspaper article on your Newspaper Article Planning graphic organizer. Remember that the headline and subheading should clearly show the angle of your newspaper article.</p>	<ul style="list-style-type: none"> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></li> <li>• I can introduce the topic of my text.</li> <li>• I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect).</li> <li>• I can include headings, graphics, and multimedia to help readers understand my ideas.</li> <li>• I can develop the topic with relevant facts, definitions, concrete details, and</li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students use the inverted pyramid as a guide to organize their research information from most important to least important to make sure they put the most important information at the beginning because the reader may not read all the way to the end. They must also choose a visual component for their newspaper article.</i></p>

		<p>quotations.</p> <ul style="list-style-type: none"> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> <li>I can 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”). <b>(W.6.9a) (6.W.RBPK.9)</b></li> <li>I can 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. <b>(RI.6.7) (6.RI.IKI.7)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Information organized according to the inverted pyramid structure on the Newspaper Article Planning graphic organizer</li> </ul>	
<p><a href="#">Lesson 10</a> <b>End of Unit 3 Assessment: Drafting</b></p>	<p><b>1. Opening</b> A. Partner Feedback: Headlines and Subheadings (3 minutes)</p>	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts</li> </ul>	<p>Work Time B</p>

<p><b>the Newspaper Article</b></p> <p><b><u>Lesson Vocabulary</u></b> domain-specific vocabulary active verbs</p>	<p>B. Unpacking Learning Targets (4 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Analyzing Model: Drafting with Descriptive Word Choice (10 minutes)</p> <p>B. Drafting Newspaper Article (25 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief (3 minutes)</p> <p><b>4. Homework</b></p> <p>A. If you haven't already done so, finish your draft newspaper article.</p> <p>B. Continue reading your independent reading book.</p>	<p>using relevant information that is carefully selected and organized. <b>(W.6.2) (6.W.TTP.2)</b></p> <ul style="list-style-type: none"> <li>• I can introduce the topic of my text.</li> <li>• I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect).</li> <li>• I can include headings, graphics, and multimedia to help readers understand my ideas.</li> <li>• I can develop the topic with relevant facts, definitions, concrete details, and quotations.</li> <li>• I can use transitions to clarify relationships among my ideas.</li> <li>• I can use contextually specific language/vocabulary to inform or explain about a topic.</li> <li>• I can establish and maintain a formal style in my writing.</li> <li>• I can construct a concluding statement or section of an informative/explanatory text.</li> <li>• I can produce text (print or non-print) that explores a variety of cultures and perspectives. <b>(W.6.4a) (6.W.PDW.4)</b></li> </ul>	<p><b>Notes:</b> <i>Students draft their newspaper article based on the carefully selected factual information and eyewitness quotes they gathered on their Newspaper Article Planning graphic organizer in previous lessons. Given that newspapers today have various formats, there is not a guide for one format to use for their article.</i></p>
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		<ul style="list-style-type: none"> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> <li>I can 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”). <b>(W.6.9a) (6.W.RBPK.9)</b></li> <li>I can 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. <b>(RI.6.7) (6.RI.IKI.7)</b></li> </ul> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>End of Unit 3 Assessment: Draft newspaper article</li> </ul>	
<p><b><u>Lesson 11</u></b></p> <p><b>Revising the Newspaper Article: Sentence Structure and Transitions</b></p> <p><b><u>Lesson Vocabulary</u></b></p>	<p><b>1. Opening</b> A. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b> A. Mini Lesson: Sentence Structure (18 minutes) B. Mini Lesson: Transitions (17 minutes)</p>	<ul style="list-style-type: none"> <li>I can use a variety of sentence structures to make my writing and speaking more interesting. <b>(L.6.3a) (6.L.KL.3)</b></li> <li>I can maintain consistency in</li> </ul>	<p>Work Time A Work Time B</p> <p><b>Notes:</b> <i>Students have mini lessons on sentence structure and appropriate</i></p>

	<p>minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Self-Assessment against the Newspaper Article Rubric (8 minutes)</p> <p><b>4. Homework</b>                  A. Continue to read your independent reading book.</p>	<p>style and tone when writing and speaking. <b>(L.6.3b)</b>  <b>(6.L.KL.3)</b></p> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"> <li>Revised End of Unit 3 Assessment: Draft newspaper article</li> <li>Self-assessment of the article on Row 3 of the Newspaper Article Rubric</li> </ul>	<p><i>transitions to improve the flow of their article. Students then revise their newspaper articles using the content of the mini lessons.</i></p>
<p><b><u>Lesson 12</u></b></p> <p><b>Performance Task: Final Draft of the Newspaper Article</b></p> <p><b>Lesson Vocabulary</b>                  formative feedback, peer critique</p>	<p><b>1. Opening</b>                  A. Unpacking Learning Targets (2 minutes)</p> <p><b>2. Work Time</b>                  A. Reviewing Formative Feedback (10 minutes)                  B. Peer Critique: Stars and Steps (15 minutes)                  C. Writing Final Copy (15 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Debrief (3 minutes)</p> <p><b>4. Homework</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. <b>(W.6.2)</b>  <b>(6.W.TTP.2)</b></li> <li>I can introduce the topic of my text.</li> <li>I can organize my information using various strategies (e.g., definition/classification, comparison/contrast, cause/effect).</li> <li>I can include headings, graphics, and multimedia to help readers understand my ideas.</li> <li>I can develop the topic with relevant facts, definitions, concrete details, and quotations.</li> </ul>	<p>Work Time A                  Work Time B</p> <p><b>Notes:</b>  <i>Students receive feedback from you on their draft newspaper articles and perform a peer critique. Students write their final, best version of their article.</i></p>

		<ul style="list-style-type: none"> <li>• I can use transitions to clarify relationships among my ideas.</li> <li>• I can use contextually specific language/vocabulary to inform or explain about a topic.</li> <li>• I can establish and maintain a formal style in my writing.</li> <li>• I can construct a concluding statement or section of an informative/explanatory text.</li> <li>• I can produce text (print or nonprint) that explores a variety of cultures and perspectives. <b>(W.6.4a) (6.W.PDW.4)</b></li> <li>• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. <b>(W.6.9) (6.W.RBPK.9)</b></li> <li>• I can 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”). <b>(W.6.9a) (6.W.RBPK.9)</b></li> <li>• I can use a variety of sentence structures to make my writing and speaking more interesting. <b>(L.6.3a) (6.L.KL.3)</b></li> <li>• I can maintain consistency in style and tone when writing</li> </ul>	
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		<p>and speaking. <b>(L.6.3b)</b> <b>(6.L.KL.3)</b></p> <p><b><u>Ongoing Assessment</u></b></p> <ul style="list-style-type: none"><li>• Final draft of newspaper article</li></ul> <p><b><u>Protocols</u></b></p> <p>None</p>	
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