

## Understanding by Design: Hacker Middle School

Designer Name(s): Rose Dillard

Date: 06/2014

Subject Area: Reading/ ELA

Grade Level(s): 6<sup>th</sup>

Unit Title/Focus: Unit 4 - Great Expectations

Estimated Amount of Instructional Time: ~7weeks

### Stage 1 – (Desired Results)

#### *State Content and Skill Standards:*

##### Reading Literature:

- RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- RL6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- RL6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### Reading Informational:

- RI6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI6.7 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.
- RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims and not.
- RI6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### Reading Foundational Skills, Writing:

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) and organize the reasons and evidence clearly.
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from the argument presented.
- W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - e. Provide a conclusion that follows from the narrated experiences or events
- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. 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. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Reading Foundational Skills, Speaking and Listening:

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

### Reading Foundational Skills, Language:

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.\*
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
- b. Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.\*
- b. Maintain consistency in style and tone.\*

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in text.
- b. Use the relationships between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

<p>L6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>Enduring Understandings:</b> <i>(what are the big ideas, what are the specific understandings desired)</i></p> <p>Students will understand that...</p> <p>Advancements in communication and technology has changed our daily lives.</p> <p>Transportation contributes to the function of a society.</p> <p>Immigration contributed to the building of our culture/society.</p> <p>New technologies and advancements have the potential to change their daily life.</p> <p>Perseverance and problem solving skills heavily influence the ability to overcome obstacles.</p>	<p><b>Essential Questions:</b> <i>(what questions will foster inquiry, understanding, and transfer of learning)</i></p> <p>*How did new inventions and ideas effect society in the early 1900's?</p> <p>*How do these inventions and ideas still impact our society today?</p> <p>*What changes will we see over the next one hundred years?</p>
<p><b>Big Idea(s)</b></p> <p><b>Great Expectations</b></p> <p><b>How do we measure progress?</b></p>	
<p><b>What Students will know:</b> <i>(what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> <li>Challenges faced for the birth of aviation. Aviation made the world a smaller place.</li> <li>Public transportation in Boston allowed workers to live in higher quality housing and opened the city up for urbanization.</li> <li>Factors that influenced people to leave their country and immigrate to America -- push factors: war, poverty ; pull factors: land of opportunity (jobs, education, better living conditions)</li> <li>Innovations and modern advances from the World's Fairs (air conditioning, electricity, telephone, automobiles) and the early 1900's that changed daily living and contributed to a sense of optimism and</li> <li>Challenges faced to build the Panama Canal (disease, terrain, engineering)</li> </ul>	<p><b>What Students will be able to do:</b> <i>(what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <p>Students will:</p> <p>Discuss and write about the effectiveness of public transportation on a city's growth.</p> <p>Research, write, edit, publish, and present a brief argument on a topic picked by the student.</p> <p>Identify important inventions/innovations from the Early 1900's that changed our daily lives.</p> <p>Identify inventions and innovations that are changing our lives today.</p> <p>Predict/Hypothesize inventions and innovations that will impact our lives over the next 100 years.</p> <p>Plan, draft, write, and compose a narrative fiction. (Practice SBAC ELA Performance Task)</p>
<p><b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b></p>	
<p><b>Performance Tasks:</b> <i>(what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> <li>*Boston's Big Dig (video, questions, discuss &amp; post)</li> <li>*The Future power point</li> <li>*Robots (practice SBAC ELA Performance Task)</li> </ul>	<p><b>Other Evidence:</b> <i>(quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> <li>*Selection assessments, Linking Concepts, Personal Response, and/or Analyze</li> <li>*Response to poems (at the end of unit)</li> <li>*Unit Benchmark</li> </ul>

**Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development):**

*Learning Activities:*

Introduce the Unit:

- \*Life in early 1900's anchor charts (communication, clothing, school, etc.)
- \*Read Aloud "Guglielmo Marconi: Radio Pioneer"

Unit 4, Lesson 1 "One Fine Day" (radio play), Lexile level: Non-Prose

- \*word study/vocabulary focus – compound words, gerunds, base word families, multiple-meaning words
- \*reading focus - fact and opinion
- \*content - birth of aviation
- \*grammar - fragments and run-on sentences

Building Background ideas: power point and videos

Unit 4, Lesson 2 "Beneath the Streets of Boston" (expository text), Lexile level: 1290

- \*word study/vocabulary focus – homographs, suffix *-ly*, suffix *-ion/-tion*, concept words for Great Expectations
- \*reading focus - adjusting reading speed/check for understanding
- \*content - public transportation's role in a city
- \*grammar - varying sentences to achieve purpose

Building background ideas: Extreme Engineering: Subways in America

Post activity: Big Dig Part 2 (Performance Task – video, notes, and post)

Unit 4, Lesson 3 "I Was Dreaming of Coming to America" (oral history), Lexile level: 990

- \*word study/vocabulary focus – inflectional ending *-ing*, prefix *re-*, Latin root *mem*, synonyms
- \*reading focus - making an inference
- \*content - immigration
- \*grammar - pronouns (indefinite, relative, and interrogative)

Building Background ideas: Immigration power point

Extension ideas: Immigration journal, Immigration activity

Unit 4, Lesson 4 "The Electric Summer" (historical fiction), Lexile level 910

- \*word study/vocabulary focus – suffix *-ion/-tion*, suffix *-al*, suffix *-ic*, concept words for Great Expectations
- \*reading focus - predicting
- \*content - innovations of the 1900's
- \*grammar - prepositions and prepositional phrases

Building Background ideas: World's Fair video

Unit 4, Lesson 5 "Panama Canal" (expository text), Lexile level 1060

- \*word study/vocabulary focus – location prefixes, Latin root *sens*, suffix *-ness*, base word families
- \*reading focus - cause and effect
- \*content - overcoming challenges
- \*grammar - electronic technology for research

Building Background: power point, video

Extension ideas: Panama Canal project

Celebration Week:

- \*Read and respond to poems (at the end of the unit)
- \*A Day with Glass power point
- \*Unit Benchmark

Additional Ideas for celebration week: Inventors/Invention project, Panama Canal Project, Inquiry project/presentation

**Materials/Resources**

**See shared drive for additional materials and resources.**