

## Understanding by Design: Hacker Middle School

Designer Name(s): Rose Dillard

Date: 6/2014

Subject Area: Reading / ELA

Grade Level(s): 6

Unit Title/Focus: Unit 5 - Earth in Action

Estimated Amount of Instructional Time: ~7 weeks

### Stage 1 – (Desired Results)

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

##### Reading Literature:

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.3 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.
- RL.6.4 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
- RL.6.5 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.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.7 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.
- RL.6.9 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.
- RL.6.10 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:

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
- RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.7 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.
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims and not.
- RI.6.10 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.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.
- 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.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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.6.4 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.

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.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

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><b>Enduring Understandings:</b> <i>(what are the big ideas, what are the specific understandings desired)</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>*The Earth is constantly changing and renewing itself in both sudden ways as well as gradual changes.</li> <li>*Changes can be dangerous, but there are some ways humans are monitoring for dangerous changes.</li> </ul>	<p><b>Essential Questions:</b> <i>(what questions will foster inquiry, understanding, and transfer of learning)</i></p> <ul style="list-style-type: none"> <li>*What evidence do we see of Earth changing?</li> <li>*How do these changes impact our lives?</li> <li>*How do these changes alter the Earth?</li> </ul>

**Big Idea(s)**

**Earth In Action**

**Why are changes in Earth, even violent changes, necessary?**

<p><b>What Students will know:</b> <i>(what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> <li>-Earth is made up of layers (core, mantle, and crust) that interact with each other and cause changes on the surface (crust).</li> <li>-Erosion is caused by wind, water, and waves. These forces are powerful and can sculpt the land in dramatic ways over time.</li> <li>-Plate tectonics causes the slow but constant reshaping of Earth's surface. <ul style="list-style-type: none"> <li>• Volcanoes are builders and destroyers.</li> <li>• Tsunamis are caused by changes in the oceanic crust/plates.</li> <li>• Rivers are essential to the water cycle. Rivers are used for transportation as well as water necessary for life (drinking, agriculture). Floods can be dangerous but can also replenish the soil with need nutrients.</li> <li>• Weather is caused by specific factors (air pressure, temperature, etc.) and can often be predicted</li> </ul> </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> <ul style="list-style-type: none"> <li>*Describe process that happens on Earth using domain specific vocabulary</li> <li>*Use multi-media sources as a resource for research and note taking.</li> <li>*Conduct research and prepare a report on a natural phenomenon.</li> </ul>
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<b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b>	
<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>*Inquiry project – investigate and prepare a report on a natural phenomenon</li> <li>*Read and respond to related articles</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 paragraphs, personal response, and/or analyze</li> <li>*Response to poems (at the end of the unit)</li> <li>*Unit Benchmark</li> </ul>

<b>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development):</b>	
<p><i>Learning Activities:</i></p> <p>Introduce the Unit –</p> <p>“Mont Pelee” (read aloud – expository text)</p> <p>*content focus: changes in the Earth can be sudden and drastic</p> <p>*grammar focus: Old Mr. Do</p> <p>Building Background: Ring of Fire video and comprehension questions</p>	
<p>“Earth: The Elements” (expository text), Lexile level 1140</p> <p>*word study/vocabulary focus: prefix <i>semi-</i>, suffix <i>-ive</i>, shades of meaning, content words for Earth In Action</p> <p>*reading focus: main idea and details</p> <p>*content focus: layers of the Earth and effects of erosion</p> <p>*grammar focus: active and passive voice</p> <p>Building Background ideas: National Geographic’s Amazing Planet “Destructive Forces”</p>	
<p>“Volcano” (expository text), Lexile level 850</p> <p>*word study/vocabulary focus: suffix <i>-ment</i>, prefix <i>dis-</i>, connotation and denotation, content words for Earth In Action</p> <p>*reading focus: cause and effect</p> <p>*content focus: plate tectonics and eruptions</p> <p>*grammar focus: varying sentences</p> <p>Building Background ideas: Raging Planet “Volcanoes” video, National Geographic’s Amazing Planet “Born of Fire” video and questions</p>	
<p>“The Big Wave” (realistic fiction), Lexile level 900</p> <p>*word study/vocabulary focus: Latin root <i>terra</i>, Greek root <i>gen</i>, antonyms, homophones</p> <p>*reading focus: drawing conclusions</p> <p>*content focus: plate tectonics and earthquakes</p> <p>*grammar focus: electronic technology to verify information</p> <p>Building Background ideas: Tsunami power point and videos, Extension ideas: audio on F drive for full novel <i>The Big Wave</i>, compare/contrast excerpt to full text, characterization activity</p>	
<p>“The Big Rivers” (narrative nonfiction), Lexile level 1030</p> <p>*word study/vocabulary focus: prefix <i>pre-</i>, suffix <i>-less</i>, compound words, inflectional ending <i>-ing</i></p> <p>*reading focus: clarifying</p> <p>*content focus: the role a river plays in the water cycle</p> <p>*perfect and progressive tenses</p> <p>Building Background ideas: Raging Planet “Floods” video</p>	
<p>“Thunder, Lighting, and Tornadoes” (myth and expository text), Lexile level 1030</p> <p>*word study/vocabulary focus: suffix <i>-y</i>, suffix <i>-ment</i>, multiple-meaning words, content words for Earth In Action</p> <p>*reading focus: author’s purpose</p> <p>*content focus: link between myth and science</p> <p>*grammar focus: compound-complex sentences</p> <p>Building Background ideas: Raging Planet “Lightning” video and comprehension questions, Raging Planet “Tornadoes” video</p>	
<p>Celebration week:</p> <p>*Respond to poems at the end of the unit (read, respond, and post)</p> <p>*Inquiry presentations</p> <p>*Unit Benchmark</p>	

<b>Materials/Resources</b>	<b>See shared drive for additional material and resources.</b>
<b>Companion Science Chapters:</b>	<b>Chapter 8-Plate Tectonics, Chapter 12-Weather</b>